



# RSHE Policy

**'Roots to Grow, Wings to Fly.'**

This policy has been written with the underlying principles of a Church of England school, which applies to St Bartholomew's C of E Primary School.

## **Introduction**

As a proud Church school, we are rooted in love. We aspire to nurture and help our children flourish as respectful, compassionate citizens who seek to positively contribute to our local community and the world beyond. Our school family role model our Christian values of RESPECT, COMPASSION, TRUST, FORGIVENESS, HOPE, ASPIRATION and COURAGE. This policy is designed to fulfil statutory requirements and engage our children in a love of learning.

We strive to help our children experience 'life in all its fullness' as expressed in John 10:10.

## **Values**

Children will:

- Be taught in light of our Christian ethos, of absolute worth of all people and the unconditional infinite love of God
- Understand how to flourish and live fulfilled lives as described in our vision statement
- Know where to seek advice and support
- Learn to respect others
- Learn the importance of respecting other people's opinions
- Develop empathy
- Understand the importance of families
- Understand the importance of reproduction
- Understand how to keep themselves safe
- Respect diversity
- Understand how their bodies will change
- Learn how to control emotions
- Appreciate differences and similarities between sexes
- Learn how to equip themselves for life in the modern world
- Develop self-esteem and self-respect
- Develop an awareness of self-worth and an acceptance for who they are (body image)

EYFS	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> <li>• Scientific anatomical names</li> <li>• Differences between boys and girls</li> <li>• Keeping our bodies safe</li> <li>• Relationships - families and friendships</li> <li>• Where babies come from</li> <li>• Online safety</li> </ul>	<ul style="list-style-type: none"> <li>• Human reproduction</li> <li>• Respecting and controlling our own bodies</li> <li>• Similarities and differences between boys and girls</li> <li>• Understanding different and changing relationships</li> <li>• Bullying</li> <li>• Changing nature of friendships</li> <li>• Emotional and physical changes</li> <li>• Coping with strong emotions</li> <li>• Puberty</li> <li>• Keeping safe &amp; healthy</li> <li>• Online safety</li> <li>• Children can identify and name some feelings and express some of their positive qualities</li> <li>• Children can demonstrate that they can manage some feelings in a positive and effective way. Beginning to share their views and opinion and set themselves simple goals.</li> <li>• Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.</li> <li>• Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</li> <li>• Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</li> <li>• Children can explain that family and friends should care for one another.</li> <li>• Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</li> <li>• They can recognise the effect of their behaviour on other people, and can cooperate with others.</li> <li>• They can identify and respect differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty and physical development</li> <li>• Different types of families and their significance</li> <li>• How to keep safe and healthy</li> <li>• Seeking help and advice</li> <li>• Recognising the role of human rights</li> <li>• Love</li> <li>• How babies develop and are born</li> <li>• Changing body image</li> <li>• Online safety</li> <li>• Children can demonstrate that they recognise their own worth and that of others.</li> <li>• They can express their views confidently and listen to and show respect for the views of others.</li> <li>• They know what a friend is and does and how to cope with some friendship problems.</li> <li>• Children can make choices about how to develop healthy lifestyles.</li> <li>• They can list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these.</li> <li>• They understand when they should keep secrets and promises, and when they should tell somebody about them.</li> <li>• Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.</li> <li>• They can show how they care for the environment.</li> <li>• They can describe the nature and consequences of bullying, and can express ways of responding to it.</li> <li>• They can show how they care for the environment.</li> <li>• They can identify different types of relationships and can show ways to maintain good relationships.</li> </ul>

## **The role of the subject leader/phase leader**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Ensure there is suitable coverage of their subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject

## **Monitoring, evaluation and review**

- Our Local Governing Body's (LGB) is responsible for monitoring the delivery of PSHE and RSE within the school. Governors give due consideration to any comments from parents about the SRE programme and require the head teacher to keep written records of parent's comments.

- The subject leader will ensure full requirements of the National Curriculum are being covered, and that all lessons have appropriate learning objectives. Subject leaders monitor the way their subject is taught and all outcomes throughout the school. They examine long term and medium-term planning, and ensure that appropriate teaching strategies are used.

### **Confidentiality and Safeguarding**

Teachers conduct PSHE and RSE education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved, in sexual activity or any dangerous activity, the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the DSL in consultation with health care professionals.

As part of the computing curriculum there will be discussion of issues of Online Safety at the start of each lesson.

### **Staff Training and Support**

The RSHE lead received up to date training lead by the County Council in September 2019. The school has a new RSHE lead in place from September 2022 and appropriate training is being undertaken to support them with this role.