

ST. HELEN'S CATHOLIC INFANT SCHOOL



RSHE Policy

Written by	Date	Ratified by	Date
N. Chamberlain	2021	Governors	2021

To be reviewed	Annually	Every 3 Years
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Reviewed on	Reviewed by	Next review date
May 2024	A. McAuliffe	2027

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Implementation and Review of Policy

Governors have been part of the consultation process. This policy will be reviewed every 2 years by the Head teacher, RSHE Leader, the Governing Body and Staff. The next review date is summer term 2023.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSHE curriculum will also be published on the school's website.

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Mission Statement

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Vision

To work as a team to meet each individual child's needs to ensure they reach their full potential.

Curriculum Intent

At St Helen's Catholic Infant School, our intent for RSHE is to provide a broad and balanced curriculum which enables children to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. RSHE is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

- To ensure coverage of the RSHE curriculum is taught with a broad and balanced approach, RSHE is broken down into four strands (moral, spiritual, physical and emotional) and these are taught within RE, A Journey in Love, PSHE, Science, PE, Computing and DT lessons.
- We enrich the curriculum further by teaching RSHE through our Cultural Calendar, which enhances children's understanding of diversity and celebrates differences/similarities in line with our mission statement. For example, learning 'to say sorry' is taught within Reconciliation in RE and also through the lessons on International Day of Peace. The children learn to 'show care for others' by learning that God loves us in our uniqueness through RE, through the 'A Journey in Love' programme in the summer term and through the Cultural Calendar with Fairtrade Fortnight and Refugee Day.
- Our Teaching and Learning Framework ensures we celebrate diversity and are sensitive to the needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own faith or culture, and is taught in a way that does not subject pupils to discrimination.

This ensures that children are equipped with the fundamental building blocks and characteristics for having positive relationships with other children and adults.

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Objectives

To develop the following **attitudes and virtues**:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world;
- responsibility for their own actions and a recognition of the impact of these on others.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home during Curriculum Information sessions to help parents/carers to find out more.

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EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

TEACHING AND LEARNING

RSHE objectives are taught discreetly in the subject areas: R.E, PSHE, PE, Science, DT, Computing and Journey in Love. These are clearly outlined in the RSHE Curriculum Map.

Journey in Love (Relationships Education) is taught in all year groups in the second half of the summer term. In each year group it takes up a theme of love:

EYFS: God loves each of us in our uniqueness.

Year 1: We meet God's love in our family.

Year 2: We meet God's love in the community.

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (See the school's Inclusion Policy and Child Protection Policy).

RESPONSIBILITIES FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships education programme lays with the Head teacher and RSHE Leader,

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The Science Leader, ICT Leader, PSHE Leader, DT leader and PE leader are responsible for the RSHE objectives relevant to their subject.

However, all staff will be involved in developing the attitudes and values aspect of RSHE. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher-led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSHE

Governors

- Ratify the RSHE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

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Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

RSHE Leader

The leader, with the head teacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training.

All Staff

All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the National Curriculum and Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying Policy, Safeguarding Policy etc.).

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

CONTROVERSIAL OR SENSITIVE ISSUES

There will always be sensitive or controversial issues in the field of RSHE. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE

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programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

SAFEGUARDING

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. Safeguarding opportunities should be exploited in all appropriate lessons as well as taught discretely when necessary.

More detail is provided in the Child Protection policy

MONITORING AND EVALUATION

The RSHE Leader will monitor the provision of the various dimensions of the programme by reviewing plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. Governors remain ultimately responsible for the policy.

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