St Andrew's C of E Junior School

RSHE Policy

Our Vision:

'Through experiences rooted in Christian Values and through mutual respect, we guide children to develop compassion, responsibility and resilience in a caring environment.'

The implementation of a comprehensive Relationship, Sex and Health Education (RSHE) policy is essential for the holistic development of our students at St Andrew's C of E Junior School. This policy is crafted around the RSHE Kapow Curriculum; designed to meet the statutory requirements outlined in the Government's RSHE guidelines. Our curriculum also aligns with the PSHE Association's Programme of Study. Recognising the complexities and sensitivities involved in teaching RSHE, our approach ensures that students are equipped with the knowledge and skills they need to navigate relationships, uphold their health and wellbeing and develop a positive understanding of themselves and others.

Aims

Our RSHE programme aims to:

- Provide students with accurate and age-appropriate information regarding relationships, sex and health.
- Equip students with the tools to build healthy relationships and maintain personal wellbeing.
- Encourage respect for diverse perspectives, fostering inclusivity and tolerance.
- Support the development of emotional intelligence and resilience among students.
- Prepare students to take responsibility for their own health and wellbeing.

Planning

The planning of our RSHE curriculum is designed collaboratively among teaching staff and in consultation with external experts where necessary. Prior to the delivery of lessons, teachers will carefully review and adapt the curriculum materials to suit the

unique needs and context of our student population. Key components of our planning include:

- A structured scheme of work that provides a clear progression of learning across year groups.
- Incorporation of current events to ensure that lessons remain relevant and connected to students' lives.
- Provision for adaptation to cater to various learning styles and abilities within the classroom.

Teaching

The Kapow Curriculum comprises five key subject areas that serve as the foundation for our RSHE programme:

- **Families and Relationships:** This area focuses on understanding safety within the diversity of familial structures, including same-sex families, blended families and single-parent families. Students engage with concepts surrounding friendships, family roles and the values of respect, empathy and love that underpin these relationships. As students progress, discussions will cover the importance of communication, the impact of social media on friendships, managing conflict and the significance of consent within relationships. Specific lessons will explore what makes a healthy relationship and the importance of boundaries, combining emotional learning with social skills development.
- **Health and Wellbeing:** This subject area encompasses physical health, emotional wellbeing and mental health education. Students learn about making healthy lifestyle choices, including the importance of nutrition, recognising balanced diets and physical activity. The curriculum also extends into understanding mental health and providing coping strategies. Key components cover the importance of self-care and recognising signs of unhealthy behaviour in oneself and others, promoting mindfulness techniques to encourage emotional regulation.
- **Safety and the Changing Body:** This area addresses the physical and emotional changes that occur during puberty, fostering understanding and comfort with developing bodies. Students learn about personal safety, including how to recognise and respond to inappropriate behaviours, bullying, or peer pressure. Lessons will cover the importance of consent, building self-esteem and recognising the signs of abuse or harmful relationships. The curriculum will also

introduce students to online safety, exploring risks associated with internet use and the importance of privacy.

- **Citizenship:** This subject promotes an understanding of rights and responsibilities within the community and concepts of respect and tolerance for diversity. Students learn about the role of laws, democracy and how to engage positively within their community. Lessons will encourage students to appreciate cultural diversity, understand the importance of sustainable practices and become active participants in their communities through volunteering and civic engagement. Discussions on current events will be included to promote awareness of global issues and foster critical thinking about social justice.
- **Economic Wellbeing:** This area focuses on financial literacy and understanding money management. Students are introduced to basic economic concepts such as earning, saving and budgeting through hands-on activities and simulations. They learn how to make informed decisions regarding money, including distinguishing between needs and wants. Age-appropriate discussions will introduce concepts such as community resources, the role of banks, the consequences of debt and responsible spending practices to prepare students for future financial independence.
- **Identity:** In **Year 6**, an **additional** subject area on identity has been incorporated, to aid students in their transition to secondary school. This area helps students explore their own identity, including aspects of cultural, gender and social identity. Discussions will foster self-awareness and build confidence, preparing them for the diverse environment they will encounter in secondary school. Students will learn about embracing individuality while respecting differences in others.

Our RSHE policy places great emphasis on emotional wellbeing and resilience. We recognise the importance of equipping students with coping strategies to handle social dynamics and peer relationships. This focus aligns with our commitment to a whole-school approach towards supporting mental health. On completing the RSHE curriculum for the academic year, children will participate in a 'transition' lesson, preparing them for movement into a new year group.

SEND

Recognising the diverse needs of our student population, we are committed to ensuring that our RSHE curriculum is inclusive and accessible for all learners, including those with Special Educational Needs and Disabilities (SEND). Our approach for SEND students will include:

- Adapting the curriculum materials to suit individual learning needs, ensuring clarity and comprehension.
- Employing a variety of teaching methods and resources, including visual aids, interactive activities and personalised support.
- Working closely with parents and specialists to provide tailored support strategies for each child.
- Creating a safe and accepting environment where all students feel comfortable expressing themselves.
- Implementing specific interventions as necessary to support learning, particularly in areas where children may encounter significant challenges.

Assessment

The assessment of student learning within the RSHE curriculum is an ongoing and integral process. Teachers will utilise a range of assessment methods to evaluate students' understanding and application of the concepts taught. These methods may include:

- Formative assessments through observation and questioning during lessons.
- Summative assessments at the end of units to gauge knowledge retention.
- Self-assessment and peer-assessment opportunities to encourage reflection.
- Feedback mechanisms to ensure students receive constructive insights into their learning progress.

This variety of assessment methods will allow for a comprehensive understanding of each student's engagement with the RSHE curriculum.

Safeguarding

The safeguarding of our students is paramount. Our RSHE policy includes robust measures to ensure that all lessons help to protect students and promote their safety. Teachers are trained to identify and address safeguarding issues, including inappropriate relationships, mental health concerns and other child welfare matters that may arise during lessons. Our curriculum's responsive element allows us to provide timely interventions and education, ensuring that any disclosures or concerns are handled sensitively and in accordance with established safeguarding protocols.

In addition, we engage with external agencies when appropriate to enhance our safeguarding efforts, ensuring that students are fully informed about how to stay safe, both online and offline. Reactive lessons will be incorporated when necessary, allowing for timely interventions in response to current events or emerging issues within our school community. Such lessons are vital in ensuring that the safeguarding and empowerment of our students remain responsive to their everyday realities.

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