




## Wellbeing (including Relationships Education, Sex Education and Health Education - RSHE) Policy

Date adopted by the governing body	28 <sup>th</sup> April 2023
Date to be reviewed	April 2024
Signed: Chair of Governors	
Signed: Headteacher	<i>Becky Reed</i>

## Policy context and rationale

This Wellbeing policy incorporates the Chantry CP School approach to teaching relationships, sex and health education (RSHE). The core policy was provided by East Sussex County Council as an adopted model policy. This policy has been subject to consultation with the whole-school community including pupils, parents/carers, staff and school governors. Pupil consultation ensured the needs of all pupils are met through an age and stage appropriate curriculum that addresses relevant issues and is informed by analysis of public health data and pupil priorities. Consultation methods include gathering pupil ideas to inform the creation of the school's Wellbeing curriculum and this policy.

Our children at Chantry felt that these things were important to be included:

- **Health, including an understanding of germs and healthy eating. They want to know about how and why their bodies change, what they can expect and where to get help.**
- **How to have good family relationships, protect and care about their families, and keep people they love safe and happy.**
- **Marriage and relationships, and how to be a good partner when they are older.**
- **Choices they have when they grow up such as jobs, relationships and what their families might look like.**
- **Their own emotions and how these might look in others. They want to know about how to keep their brain and bodies feeling good, how to help others be happy as well, and how to manage when they feel lonely.**
- **Friendships were very important. They want to know how to be a good friend and how to manage when things go wrong. They want help with making new friends and keeping old ones when circumstance change (such as moving to a new school), and how to manage this in a healthy way on the internet.**
- **Safety both in real life and on the internet. How to keep themselves and those they love safe and where to go for help.**

## Policy availability

Stakeholders are informed about the policy through RSHE consultation events, or the school website. The school is happy to provide a hard copy upon request. We work with any stakeholders that require the policy in an alternative format to meet individual need, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting [office@chantry.e-sussex.sch.uk](mailto:office@chantry.e-sussex.sch.uk)

## Policy values, aims and objectives

*Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting*

*opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.*

*These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.*

Secretary of State

Wellbeing, including RSHE, is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through teaching practice, resources and classroom management. Our school values are:

	<p><b>Confident</b></p> <ul style="list-style-type: none"><li>• <i>Aspirational: we look to the future and aim high</i></li><li>• <i>Independent: we think for ourselves, taking responsibility for our own learning</i></li><li>• <i>Resilient: we never give up and learn from our mistakes</i></li></ul>
	<p><b>Caring</b></p> <ul style="list-style-type: none"><li>• <i>Respectful: we care for and appreciate ourselves, others and the environment</i></li><li>• <i>Kind: we are thoughtful towards others and their feelings</i></li><li>• <i>Honest: we are truthful to ourselves and others - even when it's difficult</i></li></ul>
	<p><b>Creative</b></p> <ul style="list-style-type: none"><li>• <i>Passionate: we look for what lights us up</i></li><li>• <i>Inspiring: we are proud to share our ideas and be positive role models</i></li><li>• <i>Unique: we are not afraid to be different</i></li></ul>

We learn about the emotional, social and physical aspects of growing up, relationships, sex and sexuality in an age and stage appropriate manner. We support children to keep themselves safe both on and offline and highlight the importance of mental and physical health. We work to develop respect and tolerance for others including an understanding of racism, different religions, homophobia and transphobia, ableism and sexism. We recognise the importance of Wellbeing and RSHE in preparing children to live safe, fulfilled and healthy lives, providing them with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and take responsibility for their health and wellbeing both now and in the future. Our overarching objective is to support children through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

Our vision is that children will leave Chantry knowing what positive relationships feel like, and that respect for both their own and the other person's feelings, boundaries and

viewpoint are important. We aim for our children to understand how behaviour can impact, and that consent is central. The importance of keeping safe; an understanding of media and its impact; how, when and where to get help, along with building the skills to have the confidence to do so, runs through the Wellbeing curriculum across the school.

Effective RSHE can make a significant contribution to the development of personal skills needed to establish and maintain relationships. RSHE ensures children are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It enables young people to make responsible and informed decisions about health and wellbeing. At Chantry this runs through everything we do through our use of the Empowerment Approach, which is embedded in the Wellbeing curriculum.

RSHE is approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords:

### Principles of effective RHSE

Wellbeing provision (including RSHE) at Chantry CP School:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in RSHE (with experts invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues (age and stage appropriately) including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so pupils can learn about their bodies and sexual and reproductive health (appropriate to age and maturity).
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.

- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in lessons and in everyday school life.
- Meets the needs of all pupils' diverse experiences, including those with special educational needs and disabilities.
- Seeks pupils' views so teaching is relevant to their real lives, and adapted as needs change.

### Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers include a range of teaching styles and groupings to allow all children to progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. Wellbeing (including RSHE) will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to learning. We do not use the curriculum as a means to promote any form of sexual orientation over another.

Through consultation, assessment and reviews of the curriculum we ensure that we recognise and respect different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

### Teaching and learning

The Wellbeing Curriculum is led by Helen Drake, taught by class teachers alongside Teaching Assistants, and supported as appropriate by outside agencies such as the School Nursing Team, Narcanon and the NSPCC. All staff involved in the delivery of lessons have received training to ensure clear and consistent approaches. Whole staff and individual training needs are identified through the school's self-evaluation process.

External visitors, experts and agencies contribute to the delivery of the curriculum where appropriate, bringing specialist knowledge and different ways of engaging children. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure teaching delivered by the visitor fits with our planned programme and published policy.
- Discuss details of how the visitor delivers sessions and ensure content is age-appropriate and accessible.
- See materials visitors will use, and where appropriate, a lesson plan so collectively we can ensure it meets the full range of need (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Monitor and evaluate input to inform future planning.

The Wellbeing curriculum is taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations.

### Curriculum

The majority of the RSHE focus of our curriculum reflects a statutory requirement to meet the latest government RSHE guidance (2019) and The Equalities Act, 2010.

Teaching is through a 'spiral curriculum', and means pupils build on prior learning. It supports our commitment to safeguarding and preparing pupils to live safely in the modern world.

An overview of our intended curriculum is laid out below. As above, this may be added to in any given year to reflect need. Where possible the curriculum is complemented by themed assemblies, topic days and cross curricular links. As a result of consultation with teachers, Chantry will be using the Educator Solution resources as a basis for our teaching. This resource is also recommended by East Sussex County Council.

Relationships Education	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe
Sex Education	How a baby is conceived and born
Health Education	Mental wellbeing - Regulating strong emotions and managing stress responses Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Sleep Hygiene Changing adolescent body Asking for help
Safety Education	Online Water (local importance) Road Detergent (local importance) Electrical Relationship Fire Cycling Asking for Help

## Assessment

Learning is assessed Termly (3 x yearly) to ensure that pupils are making sufficient progress, building on prior learning and that teaching strategies and resources remain relevant and effective. Assessment activities are part of learning to ensure pupils are not pressured and includes self-assessment tasks that confirm pupil understanding.

The quality of teaching and learning is monitored through learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. Observations and findings, alongside audits are used to inform training needs.

## Responding to questions

There will always be sensitive and controversial issues within this subject. These may be a matter of age and stage or contrasting personal beliefs (originating from faith perspectives or culture e.g.). We believe children are best educated and protected from harm when provided with a safe, supportive space to discuss issues openly within the framework of a class working agreement.

At the end of lessons, pupils are provided with an opportunity to ask questions. Teachers will answer questions as fully as they feel age and stage appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question, and may need time to consult with a colleague or the leadership team to construct appropriate answers.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question, including encouragement to ask a parent/carer or trusted adult.

## Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to our content, methodologies and resources. At the beginning of teaching the class will discuss and create a 'working agreement'. Confidentiality is included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed.

Distancing techniques, such as the use of characters, avoids pupils feeling under pressure to participate or disclose information beyond that which feels comfortable. This strategy ensures greater accessibility to all, including those who may have experienced unhealthy relationships and/or abuse.

Signposting pupils to resources to ensure information, advice and guidance is included. Teachers work closely with our Nurture Team and SENCO system so that we can be responsive to pastoral needs, and safeguarding arrangements can be actioned if required.

Teachers conduct lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved (or being likely to be involved) in activities that need to be reported, then teachers take this reference seriously, and deal with it as a matter of child protection. Teachers respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately follow the school policy for Safeguarding, including informing DSL/DDSLs so that action can be taken as required.

### Involving parents and carers

We believe parents and carers are the primary educators of children, and that a Wellbeing Curriculum is most effective in collaboration between school and home. We therefore work to build a positive, supporting relationship with parents and carers of children and at our school through mutual understanding, trust and cooperation.

The school provides support to parents and carers through an open afternoons, workshops and targeted help. Meeting teachers, reviewing resources and hearing children share their own learning provides ways to build on learning at home. The school operates an open-door policy, enabling parents to discuss challenges at any time. We are here to help.

### Legal Rights

Within the Wellbeing Curriculum, the vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, which is taught outside of the national curriculum for science.

If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they need to discuss this with the head teacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher will outline the benefits of receiving this important education and detrimental effects that withdrawal might. This includes social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version, rather than what was directly taught (detrimental effects may be mitigated if parents/carers propose to deliver sex education at home). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. Please be aware that there may be questions arising that may tip into these areas (puberty for example) and we are unable to withdraw pupils from discussions taking place as part of this learning.

Once these discussions have taken place, except in exceptional circumstances, our school will respect parent/carers' request to have their child excused from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the secondary school makes arrangements to provide the child with sex education during one of those terms. The school has to document this process, passing the letter onto their next educational setting as part of transition.



The process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher takes a pupil's specific needs arising from their SEND into account when making this decision. If a pupil is excused from sex education, the school ensures that the pupil receives appropriate, purposeful education during the period of withdrawal.

### [Links to other school policies and curriculum](#)

This policy complements the following policies:

- Behaviour
- Anti-bullying
- Equality
- Inclusion
- Child Protection and Safeguarding
- Online Safety

This policy is sent out to parents/carers for consultation prior to being passed to governors for ratification.

### [Review date](#)

The governing body monitors the impact of RSHE on an annual basis. The governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils is conducted to support reviewing the curriculum to ensure it remains responsive to emerging needs. The policy is updated accordingly.

This policy is reviewed every 2 years, or sooner if the curriculum is amended, in response to emerging themes, pupil need or introduction of new legislation and guidance. The next review date of this policy is currently set for March 2024.