

St Michael's C E (A) First School

SERVICE- RESPECT - PERSEVERANCE - KINDNESS - JOYFULNESS -COURAGE

At St Michael's we strive to develop and inspire courageous, respectful and resilient learners encouraging them to serve with kindness and tolerance guided by our Christian values so that they can flourish, living 'life in all its fullness' (John 10:10).

'We undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*.

RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- Safeguard and promote the welfare of their children.
- Advance the 2010 Equality Act
- Encourage the spiritual, moral, social and cultural development of pupils
- Foster British values, and
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

Safeguarding

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned, RSE discussions may prompt a pupil to disclose about related incidents; for example, FGM, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named designated safeguarding lead who takes action as laid down in the child protection policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for child protection issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

Staff have due regard for the recommendations in Sexual violence and sexual harassment between children in schools and colleges (DfE September 2021). The curriculum will support pupils in making positive choices around healthy and respectful relationships.

Relationships Education in First School

The focus in First school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of First school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. These skills are not only taught discretely but are reflected in our whole school Christian ethos.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the forerunners of teaching about consent, which takes place at secondary. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of First school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. As a school, we use the Eaware programme to ensure that our e-safety offer reflects the needs of the pupils.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. As a school, we use Trickbox to give pupils strategies in order to be more resilient.

Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In a first school, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. To achieve this, we use a range of resources including high quality texts and resources from external sources such as the NSPCC Pants campaign. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Curriculum

The curriculum has been mapped against the statutory guidance for Relationships education, Health Education and Science national curriculum. At St Michael's we follow the PSHE Association scheme of work.

We are introducing Relationships Education at First School, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family

and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

In First schools sex education is not statutory however within the guidance the Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. At St Michaels' we follow the PSHE association long term plan.

RSE will be monitored regularly by the Pastoral Team at St Michael's. At the beginning of every school year teachers will share with parents the overview for the curriculum as part of their welcome meeting.

The Policy will be reviewed every three years. The date for the next review is September 2024.

Signed:

Chair of Governors

27.9.21