

# Learning for Life Policy (including RSE)

Midhurst CofE Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our intention is that children will be safe, secure and happy, and enjoy their time as pupils at this school.

APPROVED (DATE)	NEXT REVIEW DATE
November 2023	November 2024

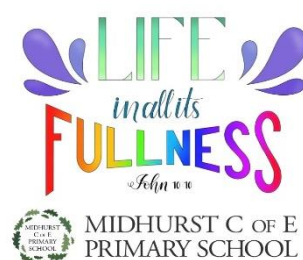
Approved by the Church Ethos and School Policy committee

Date: 29<sup>th</sup> November 2023

Signed:



HEADTEACHER



## **Vision**

At Midhurst CE Primary School we believe passionately in living life in all its fullness by developing the spiritual and holistic potential of each child. Our distinctively Christian values of kindness, peace, friendship, respect, creativity and forgiveness underpin the education and care we provide for the whole child, their family and school community.

## **Aims**

Our aim is that every child will reach their full potential by:

- learning to read so that they can read to learn.
- having the skills to write with purpose and fluency.
- becoming problem solvers through logic, reason and numeracy.
- knowing how to learn, what sort of learner they are and how they learn best.
- accessing a wide ranging, creative curriculum that is challenging and inspiring and caters for the needs of all.
- gaining knowledge, skills and understanding appropriate to a fast-changing world, so they can be self-reliant, adaptable and lead fulfilling and meaningful lives.
- being valued as an individual, who can share their concerns and can grow in confidence knowing their place in their class, their school, their local, national and international communities, wanting to help others and make a positive difference.
- being aware and able to make healthy choices physically and mentally. They will choose to keep active and develop positive attitudes to life and wellbeing.
- understanding that they are responsible for their own actions and take responsibility for them.

At Midhurst C of E Primary School, we strive to ensure that the whole school environment is a place that promotes learning, encourages challenge and independence and is as safe as possible. We believe that children should feel secure, happy, and valued as unique individuals so their educational, emotional, spiritual, and physical needs are met. We expect every child to make good progress and develop their wisdom, knowledge, skills and understanding of the world they live in.

We encourage enthusiasm and motivation across the school, enabling us all to be creative and imaginative in our work. The biblical teachings of Jesus underpin all we do, our priorities and decisions, collective worship, RE and across the curriculum. Our Christian values are alive and in action around the school. Our distinct Christian foundation supports children to cooperate, share and show respect for everyone, regardless of faith, culture or ethnic background and be responsible for their own behaviour.

## LEARNING FOR LIFE POLICY

Here at Midhurst CofE Primary School, we have adopted “The West Sussex Education for Safeguarding curriculum” (E4S) which we have carefully developed having considered our location, culture, school ethos and the needs of all pupils in your school- whilst also ensuring that the national expectations for RSE are fully addressed.

By enabling our children and young people to develop their own skills, knowledge and understanding of how to embrace their identity, understand the world they are growing up in and how to keep themselves safe in all areas of their world, we believe that we are giving each and every one of them the best chance for their futures. With this in mind, we felt that ‘Learning for Life’ was an appropriate, child-friendly title to use with the children.

The E4S program consists of four key cornerstones. However, many of the key concepts within these areas have links to other curriculum subjects. The content within these cornerstones will be taught across all key stages at an age-appropriate level.

### RELATIONSHIP & SEX EDUCATION

#### INTRODUCTION

The Department for Education ‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

RSE as a part of E4S is about preparing children and young people for the responsibilities and challenges of adult life. The term Relationships and Sex Education is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information, to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

All students are provided with regular and sustained opportunities to develop the knowledge, skills and values they will need in the future to make safe, healthy, responsible, and caring choices. Pupils receive high quality, factually accurate information about relationships and sex. Parents/carers do not have the right to withdraw pupils from relationships education, whereas they do have the right to withdraw their child from some aspects of sex education. However, this does not include the content taught as part of the science curriculum.

Relationships and Sex Education (RSE) is learning about growing-up, emotions, relationships, sex and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes to help young people build positive, enjoyable, respectful and non-exploitative relationships. It also supports children staying safe both on and off line.

Faith and cultural beliefs play a vital role in shaping children and young people’s views and decisions about sex and relationships. This means, that in helping children and young people to make positive and informed choices, faith and cultural perspectives are considered alongside the law and medical facts. Children will explore these religious beliefs both within ‘Learning for Life’ sessions but also their Religious Education lessons.

#### RSE LEGISLATION AND GUIDANCE

The **Health Education** and **Relationships Education** aspects of PSHE (personal, social, health and economic) education is now compulsory in all primary schools. The requirements are that all secondary schools teach RSE and all primary schools teach Relationships Education (see Appendix 1). It is also recommended that all primary schools have a programme of sex education.

There is an element of statutory sex education in the National Curriculum Science Programmes of Study at Key Stages 1 to 3.

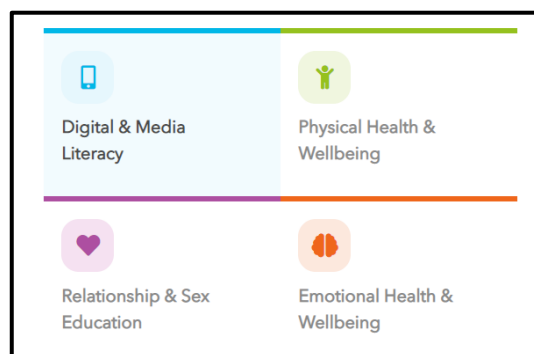
Any school that provides RSE has a statutory duty to have ‘due regard’ to the Secretary of State’s Sex and Relationship Education Guidance (DfEE, 2000)

The Secretary of State’s 2000 guidance states that all schools should have an up-to-date policy for RSE, which must be available for inspection and to parents/carers on request.

#### AIMS AND OBJECTIVES OF RSE

Objectives:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils’ self-esteem and confidence, especially in their relationships with others.



- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and to make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier safer, lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To reflect and care for their bodies.
- To be prepared for puberty and consequently adulthood.
- To stay safe on and offline.
- To provide a framework in which sensitive discussions can take place.

## **MORAL AND VALUES FRAMEWORK**

Our RSE programme will reflect the school's over-arching aims and vision statement, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

All are encouraged to promote the following values:

- Respect for self.
- Respect for others.
- Responsibility for their own actions.
- Responsibility to their family, friends, school and wider community.

## **EQUAL OPPORTUNITIES STATEMENT**

Midhurst CE primary school is committed towards equal opportunities in all aspects of school life. All resources used and teaching and learning will support this commitment.

Girls tend to have greater access to Relationships Sex Education than boys, both through the media and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

### **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to Sex and Relationships Education. The school will consult children and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

### **Varying home backgrounds**

We recognise that our children may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

### **Sexuality**

Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

### **Special Educational Needs**

We shall take account of the fact that some children may have learning, emotional or behavioural difficulties or physical disabilities that result in particular Sex and Relationships Education needs.

## **RSE CURRICULUM (see curriculum area of the website for more details):**

Below, you will see the key RSE concepts covered across the various key stages during Learning to Learn sessions.

Key Concepts	EYFS Themes	KS1 Themes	KS2 Themes
<b>Being Safe</b>	People who help us Keeping ourselves safe Body privacy (pants rule)	Body privacy Saying Yes or No Worries and asking for help	Body privacy & Body Safety Physical contact & appropriate touch Early warning signs, saying yes or no and secrets
<b>Family, friendship &amp; relationships</b>	Important people around us Special people in our lives People who care for us	Special people Friends and friendship Family: kindness, relationships and love	Types of relationship (love/commitment) Relationships and conception Changes in relationship (when things go wrong)
<b>Identity</b>	External parts of the body Nuclear families Difference between girls/boys Equality	Changes in growth Boys/girls stereotypes Similarities & differences	Gender expectations Body changes & puberty Media influences: masculinity/femininity
<b>Online relationships &amp; Media</b>	Being safe in unfamiliar places	Being safe in unfamiliar situations Private & privacy	Personal boundaries & the right to privacy Pressure to shares and dares
<b>Feelings and attitudes</b>	Feelings and expressions	Feeling happy/sad Feelings and impact on self and others Coping with feelings and change	Changing feelings Challenging the impact of feelings on self

## SPECIFIC CONCERNS:

### Ground Rules

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. Before starting work, ground rules are established in every class in order to provide a safe environment in which pupils and teachers do not feel anxious or embarrassed about unintended or unexpected questions or comments. These rules should minimise any embarrassment children might feel and discourage inappropriate personal disclosures. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

### Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the RSE co-ordinator if necessary. Our RSE facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs and to liaise with parents.

### Parental Consultation

Detailed curriculum information can be found on the website and full details are available on request. The school informs parents when Relationships and sex aspects of the E4S programme are being taught and provides opportunities for parents to view the resources being used if requested.

### Child Protection

Children occasionally make personal disclosures, either in class or to individual teachers. The school Safeguarding and Child Protection policy provides guidance for teachers on this matter and should be referred to in conjunction with this policy. Child protection procedures must be followed when any disclosures are made.

### Use of outside organisations

Careful consideration is given to the content, co-ordination and consistency of messages presented to children and an outside organisation is only used to enhance the current programme, *not to substitute or replace planned provision*. It is the RSE co-ordinator's and teacher's responsibility to plan the curriculum and lessons. [Sex and Relationship Guidance DfEE 0116/2000]

At Midhurst CE primary school all organisations and visitors who visit to provide curriculum support, are issued with the following code of conduct:

- Be familiar with the school's aims, mission statement and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- All visitors will be police checked, in line with government guidance, prior to contact with any children.

## Parents/Carers Right to Withdraw their child

Midhurst CE primary school is committed to working with parents/carers. Parents/carers have a right to withdraw their children from sex education lessons which fall outside those aspects covered in the compulsory National Curriculum Science programme of study. Parents/carers wishing to exercise this right are asked to contact the head teacher in writing using the form found in Appendix 2 if this policy. The head teacher will explore parental concerns and the possibilities of adjusting the programme or approach. They will also discuss the possible impact that withdrawal from the programme could have upon the child, and the possible negative experiences or feelings that the child might encounter and how these can be minimised. Once a child has been withdrawn they cannot participate in sex education until the request of withdrawal has been removed. Alternative work will be given.

## The nature of support available to children

The school takes its role in the promotion of children's wellbeing seriously. Staff will always endeavour to make themselves approachable and to provide caring and sensitive support for children in a number of ways.

## EMOTIONAL HEALTH AND WELLBEING (see curriculum area of the website for more details)

As one of the four cornerstones of E4S, Emotional health and Wellbeing will be taught within our Learning for Life lessons. The aim being for children to learn the characteristics of positive mental health and wellness, and explore how pupils can best maintain these. Furthermore, pupils will be taught ways to recognise challenges that may affect their emotional health and helping them to develop strategies to cope, which we believe is of great importance. Providing children with this knowledge and skill set can make a real difference to the lives of pupils and will assist them in becoming life-long learners both socially and academically.

Providing awareness and prevention of mental health problems such as depression, anxiety and stress, improving school behaviours and reductions in risky behaviour is also a key element of this cornerstone. There is significant evidence that good emotional health and wellbeing also contributes to good physical health.

Furthermore, our whole school culture allows children to continue exploring the importance of well-being during weekly reflection time, our collective worship and mindfulness sessions.

The table below outlines the key concepts covered during Learning For Life sessions, within each key stage.

Key Concepts	EYFS Themes	KS1 Themes	KS2 Themes
<b>Emotional Resilience</b>	Managing feelings Recognising feelings Secrets and privacy	Managing feelings Recognising feelings	Changes (including puberty) Feelings and emotions
<b>Relationships</b>	Belonging & responsibilities Right/wrong Friends/bullying	Belonging & responsibilities Right/wrong Friends/bullying	Community & belonging Friendships and bullying
<b>Sense of self</b>	Being good at things & achievement Stereotypes Uniqueness Similarities/differences	Being good at things & achievement Stereotypes Uniqueness Similarities/differences	Pressure and uncertain feelings Achievements & goals Image & representation Self esteem
<b>Transition</b>	Coping with loss & changing situations	Changing behaviours Coping with loss & changing situations	Learning & achievement Saying 'goodbye' and moving on Understanding change
<b>Wellbeing</b>	Well and unwell	Well and unwell	Health & wellbeing Sleep & emotional health

## DIGITAL MEDIA AND LITERACY (see curriculum area of the website for more details)

Given today's ever advancing use of technological devices and social media, it is important that our young people grow up having been taught the skills and knowledge to be able to navigate ever changing digital technology and explore the positive contributions the internet creates. However, we must also ensure that they are critical thinkers, can recognise risk and develop effective strategies for staying safe online. This cornerstone links closely with key learning outcomes within the Primary Computing Curriculum- below are the themes that will be covered during the 'Learning for Life' sessions.

Key Concepts	EYFS Themes	KS1 Themes	KS2 Themes
<b>Online content &amp; critical thinking</b>	Sources of internet information	Sources of internet information	Validity of information Online vs real world
<b>Staying safe</b>	Privacy and information	Privacy and information	Online security/sharing information Legal use of information
<b>Online reputation</b>	Digital footprints	Digital footprints	Risk of sharing online Online profiles and age appropriateness

<b>Online relationships &amp; cyber-bullying</b>	Communicating with others online	Communicating with others online	Knowing people online Cyber bullying and negative behaviours
<b>Self-image, mental health &amp; wellbeing</b>	Online activities Identities online and offline	Online activities Identities online and offline	Managing time online Identities online and influence

### PHYSICAL HEALTH AND WELLBEING (see curriculum area of the website for more details)

We value the importance of physical health and well-being at MPS and therefore truly believe that we must educate our pupils on the importance of both physical Health and wellbeing.

During ‘Learning for Life’ sessions, all pupils will learn about the characteristics of good physical health, wellbeing and the connections between our bodies, minds, behaviours and wellbeing. The key foundations across all year groups will include age appropriate teaching of: the benefits and importance of exercise, nutrition, sleep, hygiene, healthier lifestyles, substances, health prevention, emergencies, keeping safe and taking risks. These areas will also be covered in some key stages in Physical Education and Science lessons.

Not only will children have chance to reflect on their own health, we will focus on the steps pupils can take to protect and support the health and wellbeing of others. In addition, pupils will also be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices.

Below are the key concepts and themes taught in this unit.

<b>Key Concepts</b>	<b>EYFS Themes</b>	<b>KS1 Themes</b>	<b>KS2 Themes</b>
<b>Drugs, Alcohol &amp; Tobacco</b>	Looking after our bodies safely Medicines and safety	Looking after our bodies safely Medicines and safety	Drugs and usage Everyday substances Tobacco and smoking Pressure influence
<b>Eating Well &amp; Being Active</b>	Being healthy and activity Food practice and choice	Being healthy and activity Food practice and choice	Healthier lifestyle choices Habits and choices Influence on exercise and consequences of choice
<b>Hygiene &amp; Protecting your Health</b>	Well, unwell and spread of germs Keeping clean	Well, unwell and spread of germs Keeping clean	Cleanliness, germs and immunisations Sleep and health
<b>Keeping Safe &amp; Emergencies</b>	Helping us stay safe Staying safe in emergencies	Helping us stay safe Staying safe in emergencies	Responsibility to be safe Risk, hazard and emergencies
<b>Keeping Safe &amp; Risks</b>	Feeling safe Fair/unfair Right/wrong Rules	Feeling safe Fair/unfair Right/wrong Rules	Safety rules and laws Making decisions, taking risks and influences

### MONITORING AND EVALUTION:

Monitoring is the responsibility of the PSHE/RSE co-ordinator, head teacher and the Governing Body.

The school will assess the effectiveness of the aims, content and methods in promoting students’ learning by feedback from parents, staff and children.

## Appendix 1: Statutory relationships education.

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	