



Hawthorns Primary School

with Little Owls Nursery

Education for Safeguarding (E4S) Policy

(Including Relationship and Sex Education and Health Education)

Statutory Policy	Yes
Policy Date	Jul 2020
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Reviewed by	Learning & Standards Committee
Approved By	K Ashworth (Chair of Governors)

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	Nursery	No
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	Staff Area	Yes
	Nursery Website	No

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Original WSCC Template details	Developed using the West Sussex E4S toolkit (2020)
Changes in this version	Previous RSE policy rewritten completely for new curriculum

Introduction

By enabling our children to develop their skills, knowledge and understanding of how to be who they are, understand the world they are growing up in and how to keep themselves safe, we believe that we are giving each and every one of them the best chance for their lives ahead. Attitudes, beliefs and (most importantly) behaviours learned during childhood show a strong tendency to continue into adulthood, so establishing resilience during these formative years is a key priority. Hawthorns Primary School have used the West Sussex E4S toolkit to help develop this policy and the school E4S curriculum.

Education for Safeguarding (encompassing Relationship and Sex Education and Health Education) at Hawthorns Primary School encompasses the four 'cornerstones' of:

- Digital and Media Literacy
- Physical Health and Wellbeing
- Emotional Health and Wellbeing
- Relationship and Sex Education

Through creating a bespoke and progressive curriculum that is specifically relevant to the Hawthorns Primary School community, learning experiences related to these four cornerstones will support our pupils in developing the skills knowledge and understanding for their own safeguarding, health and wellbeing.

We believe that the teaching of E4S is shared with parents and be mutually supportive and complementary. The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding E4S and Relationship and Sex Education and Health Education, and that the pupils receive their educational entitlement. It is our intention that all children have the opportunity to experience a programme of E4S at a level which is appropriate for their age and physical development with differentiated provision if required.

The E4S programme at Hawthorns reflects the school's values. Children will learn about moral values through all aspects of school life, and will encourage the following:

- sensitivity and respect for themselves and others
- a friendly and caring environment in which children are able to ask questions and further their understanding
- taking responsibility for their actions and the consequences of their actions
- equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

Definitions of the 'Cornerstones' for this policy

Digital & Media Literacy

It is important that in modern Britain young people have the skills and knowledge to be able to navigate the ever changing digital world and explore the positive contributions the internet creates, whilst also ensuring that they are critical thinkers, can recognise risk and develop effective strategies for staying safe online. The digital and media literacy cornerstone will enable this by providing pupils with crucial insight into five key concepts: Online content and critical thinking; Self-image, mental health and wellbeing; Staying safe online; Online reputation and Online relationships and cyberbullying.

Physical Health & Wellbeing

Physical Health and Wellbeing Education is learning about the characteristics of good physical health, wellbeing and the connections between our bodies, minds, behaviours and wellbeing. The fundamental building blocks across all age phases include the benefits and importance of exercise, nutrition, sleep, hygiene, healthier lifestyles, substances, health prevention, emergencies and keeping safe and taking risks.

It also focuses on the steps pupils can take to protect and support their own and others' health and wellbeing. In addition pupils will also be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. Pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online. This should enable pupils to develop the knowledge, skills and understanding needed to develop the language to talk about their bodies, health and lifestyles and express whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Emotional Health & Wellbeing

Emotional health and wellbeing is about learning the characteristics of positive mental health and wellness, and exploring how pupils can best maintain these. Teaching ways to recognise challenges to emotional health and helping students develop strategies to cope is of paramount importance. This includes how cope with loss and manage changing situations. Pupils will be encouraged to discuss and recognise their own strengths, achievements and success. Universal emotional health and wellbeing curriculum within an effective whole school approach is a truly proactive way in which schools can make a real difference to the lives of their pupils. There is clear evidence of positive impacts on: academic learning; staff and pupil wellbeing; the development of social and emotional skills and attitudes that promote learning in school and throughout life. The 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.

Relationship and Sex Education

Relationship Education in Primary schools is learning about the emotional, social and physical aspects of growing up and a range of different relationships. The fundamental building blocks at Primary School will be the characteristics of positive relationships, friendships, family relationships, relationships with other children and with adults, identity, diversity and feeling safe. Relationship and Sex Education will equip pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships.

Primary Sex Education involves preparing boys and girls for the changes that adolescence brings and how a baby is conceived and born. This is detailed further in the Curriculum segment of the policy.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Aims

The aims of the E4S curriculum at our school are to:

- provide the knowledge and information to which all pupils are entitled
- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- provide the confidence to be participating members of society and to value themselves and others
- give them an understanding of the importance of health and hygiene
- develop understanding of the characteristics of positive mental health and wellness, and exploring how pupils can best maintain these
- help pupils develop communication skills and assertiveness skills to cope with the influences of their peers and the media
- help pupils develop respect and care for their bodies
- ensure young people have the skills and knowledge to be able to navigate the ever changing digital world and explore the positive contributions the internet creates, whilst also ensuring that they are critical thinkers, can recognise risk and develop effective strategies for staying safe online
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate
- give them information on where individuals and families can get help and support
- provide a framework in which sensitive discussions can take place
- create a positive culture around issues of relationships
- equip pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships
- prepare pupils for puberty and encourage them to take responsibility for their own actions
- give them an understanding of reproduction and sexual development

Curriculum

High quality, evidence-based and age-appropriate teaching of E4S can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable you to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. E4S will be taught throughout the whole school year with elements from each 'Cornerstone' being taught within each term.

Roles and responsibilities

The governing body

The governing body will approve the E4S policy, and hold the headteacher to account for its implementation.

Headteacher

The headteacher is responsible for ensuring that E4S is taught consistently across the school, and for managing requests to withdraw pupils from the non-science components of Sex Education. It is the responsibility of the headteacher to ensure that both staff and parents are informed about our policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Staff

Staff are responsible for:

- delivering E4S in a sensitive way
- modelling positive attitudes to E4S
- monitoring progress
- responding to the needs of individual pupils, including those with Special Educational Needs or Disabilities
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of the RSE element of E4S.

Staff do not have the right to opt out of teaching E4S. Staff who have concerns about teaching E4S or components of it are encouraged to discuss this with the headteacher.

Confidentiality and Answering Difficult Questions

Teachers conduct E4S lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, likely to be involved or witness to inappropriate behavior or material, this will be dealt with in line with our safeguarding and child protection policy. If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to approach a resolution. This may be through liaising with parents and carers, individual work or discussion with the child. If the staff member is concerned, they can refer to the headteacher who can discuss the matter with the parent, or follow other appropriate procedures. All Key Stage 2 classes have an 'E4S Question box' in their classroom so that they can ask questions anonymously.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from the non-science components of sex education within RSE. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the headteacher.

The Role of Parents and Carers

The school is well aware that parents and carers have an important role in children's Education for Safeguarding and Relationship and Sex Education. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform and consult with parents about the school's E4S policy and practice
- answer any questions that parents may have about the E4S curriculum
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for E4S in the school.

Monitoring and Evaluating the Policy

The delivery of E4S and policy is monitored by Mrs Wendy Lawson (Headteacher), Mrs Debbie Hawkins (Assistant Headteacher and Mr Chris Allwright (PSHCE Lead and DSL) through a mixture of:

- planning scrutiny
- learning walks
- pupil voice opportunities
- staff meetings

Pupils' development in E4S is monitored by class teachers as part of our internal assessment systems. Each class will collect evidence of learning through a class scrapbook, which will allow for reflecting on learning and the sharing of good practice.

This policy will be reviewed annually by the above names staff members. At every review, the policy will be approved by the governing body.