



## RHE and Education 4 Safeguarding

### Teaching Approach

We recognise that learning takes place when children have happy, positive relationships with each other and with the adults they interact with.

### What is Education for Safeguarding?

Education for Safeguarding (E4S) is a West Sussex curriculum that is intended to become the universal provision for all schools. It is designed to enable us to develop a needs-based curriculum for all pupils at Rose Green Infant School whilst also ensuring that the national expectations for Relationships Education (Primary) and Health Education are met. The Education for Safeguarding curriculum supports our belief that we should help children to grow up with the skills to be safe, healthy and resilient.

### Education for Safeguarding Ethos

By enabling our children to develop their own 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 in all areas of their world, we believe that we are giving each and every one of them the best chance for their lives ahead.

### What is 'Relationships Education'?

The Department for Education states that Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, Rose Green Infant School will cover how to treat each other with kindness, consideration and respect.

At primary level there is no right to withdraw pupils from Relationships Education.

By the end of primary school (Key Stage 1 and 2), pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further details through this link:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex->

## What is 'Health Education'?

Health Education covers both physical and emotional wellbeing. Giving children the correct information helps them to make good decisions about their own health. Physical wellbeing will cover the importance of daily exercise, good nutrition and sufficient sleep. A definition of emotional wellbeing from the Mental Health Foundation says 'A positive sense of wellbeing which enables an individual to be able to function in society and meet the demands of everyday life; people in good mental health have the ability to recover effectively from illness, change or misfortune'. It is vital that we as a school community work together in supporting the children in our care to ask and answer questions about their feelings and for them to understand that it is normal to experience a range of emotions. We want to encourage pupils to be open and honest about their feelings and concerns.

The West Sussex Education for Safeguarding curriculum provides us with a way to deliver Relationships Education through four key areas. These cornerstones are...

Relationships Education

Digital and Media Literacy

Physical Health and Wellbeing

Emotional Health and Wellbeing

## Aims

to provide an enriched program of learning

to provide a curriculum that is factually accurate and evidence based

to be age-appropriate

to promote equality, inclusion and acceptance of diversity

to be sensitive to faith/cultural perspectives

to promote strong and stable relationships

to acknowledge rights and responsibilities

to review and update the curriculum when necessary according to the needs of new pupils and any changes in circumstances of existing pupils

At Rose Green Infant School, we have safeguarding at the heart of everything we do. Through these aims we hope to maximise opportunities to teach our children how to keep safe both in the real and virtual world, how to be accepting of others regardless of different faiths or beliefs and to understand what good relationships should look like.

## Implementation of Relationships (and Health) Education

We believe that the whole school contributes to the implementation of Relationships and Health Education by integrating the objectives across the whole curriculum and in other school activities. Following the West Sussex Education for Safeguarding curriculum has enabled us to create a curriculum

that is tailored to the needs of the current intake of children. By reviewing this regularly, we are able to adapt themes to meet the needs of the children. The E4S curriculum is designed to be cross-curricular and supports our delivery of the PSHE curriculum, as well as aspects of the Science, Computing, PE and Religious Education curriculums. Themes within the E4S curriculum are interwoven with these subjects and are therefore reinforced regularly.

### Suggested Themes for KS1

Themes are determined by the Education for Safeguarding Pathway Provider based on the data we have inputted relating to the needs of Rose Green Infant School pupils.

Views of the whole Rose Green Infant School community including staff, parents and children will also be taken into account when delivering our curriculum each year.

Each theme will be delivered in an age-appropriate way and will be set out in a scheme of work to be taught across Key Stage 1.

Being Safe: – body privacy and saying yes or no (PANTS rule); worries and asking for help

Family and Friendship Relationships: - special people; friends and friendship; family: kindness and relationships, love

Identity: -changes in growth; respecting individuality; boys, girls and stereotypes; similarities and differences

Online Relationships and Media: - being safe in unfamiliar situations; private and privacy

Feelings and Attitudes: - feeling happy and sad; feelings and impact on self and others; coping with feelings and change

Online Content: - how do you find information on the internet?

Self-Image, Mental Health and Wellbeing: - time we spend online, online and offline identities, saying yes and no

Staying Safe Online: - personal information

Online Reputation: - putting information on the internet, where and what happens to it?

Online Relationships: - ways you communicate 'online' and digitally

These themes should promote an awareness and respect for a range of relationships in society both personal and virtual.

## **Resources**

There are a range of books and other resources in school to support the delivery of our RSE and E4S curriculum, as well as access to online resources.

## **Assessment**

Throughout lessons, adults will be talking with and listening to the children to assess understanding but also to be able to act appropriately should any child share any information that needs to be acted upon.

## **Monitoring**

The Relationships Education subject leader will monitor the effectiveness of the E4S curriculum through consultation with staff. Pupil conferencing will take place on a termly basis to gain feedback on what the children have learned over the course of a given theme and to give the children an opportunity to voice what they feel is important. Questionnaires/Surveys may be sent out to parents for their feedback. Lessons may also be monitored by the subject leader throughout the year.

## **Roles and Responsibilities**

### Headteacher

The Headteacher is responsible for the implementation of all policies related to Relationships Education and Health Education.

### Subject Leader

The subject leader is responsible for their own professional development in the subject and for the monitoring of the teaching and learning of Relationships Education and Health Education. They will also be responsible for undertaking a skills audit to check the needs of staff in order to provide sufficient CPD.

### Teachers

All class teachers should make themselves aware of all policies relating to Education for Safeguarding and Relationships Education and are responsible for the implementation of the scheme of work. They are also expected to support children to develop skills to enable children to become good listeners, good negotiators and develop the ability to reason during discussions. Teachers will use their professional judgement in the delivery of themes in order to meet the needs of the children in their class. Themes will be handled with a sensitive approach where needed.

It is important for teachers to create an atmosphere in which children:

- feel comfortable and trusted
- feel able to contribute
- can use language as a tool of exploration
- feel supported

- support each other
- express their feelings.

### Support Staff, Midday Meals Supervisors, Parents/Carers and Governors

All adults should be aware of the ethos of the school, which promotes a positive approach to learning and the personal, social and healthy development of the children. Activities to support this ethos and develop good relationships with others should be part of playtimes.

### All Adults: Staff, Parents and Carers working with and supporting children

It is everyone's role to help and work together to safeguard the children of Rose Green Infant School. The school has a ZERO TOLERANCE policy on any physical, verbal, intimidating or disrespectful abuse towards members of staff and other parents. Staff and parents should be able to come to work/school without fear of violence, abuse or harassment. Please help us to teach pupils to respect other people in our school community.

### **Links to Other Policies**

Safeguarding and Child Protection Policy

Special Educational Needs and Disability Policy

Policy for the Education of Looked After and Previously Looked After Children

Religious Education Policy

Computing Policy

### **References**

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Safeguarding: [NSPCC PANTS rule](#)

This policy was written in May 2023

Updated: September 2023

Date of next review: September 2026