



CASTLEWOOD PRIMARY SCHOOL

E4S (RSE) POLICY

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E4S Policy

At Castlewood Primary School, we promote personal wellbeing and development through a comprehensive '**Education for Safeguarding**' (**E4S**) curriculum. The West Sussex Education for Safeguarding (E4S) curriculum is based on the national Department for Education Relationships, Sex and Health Education (RSHE) guidance and numerous national frameworks, including the PSHE Association, but adapted and enriched for schools in West Sussex. This has been developed via a multi-agency approach combining teams from Safeguarding in Education, Contextual Safeguarding, Health and Education in West Sussex.

At Castlewood Primary School, we believe that **E4S** helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. By enabling our children to develop their skills, knowledge and understanding of self-safety, encouraging them to develop a strong moral purpose and providing insight into the ever-changing world they are growing up in, we believe that we are giving each and every one of our pupils the best chance to be 'world-ready'. Attitudes, beliefs and - most importantly - behaviours learned during childhood show a strong tendency to continue into adulthood; establishing resilience, confidence and empathy during these formative years is a key priority.

Castlewood Primary School has used the West Sussex E4S toolkit to help develop this policy and, in consultation with all stakeholders, has created a bespoke, needs-based E4S curriculum.

E4S at Castlewood Primary School is based around the four Cornerstones of:

- Digital and Media Literacy (DML)
- Physical Health and Wellbeing (PHWB)
- Emotional Health and Wellbeing (EHWB)
- Relationship and Sex Education (RSE)

Through creating a personalised and progressive curriculum that is specifically relevant to Castlewood Primary School's 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 the teaching of E4S should be shared with parents/carers and be mutually supportive and complementary. This policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding E4S and Relationship and Sex Education and Health Education (RSHE), and that the pupils receive their educational entitlement.

It is our intention that all pupils have the opportunity to experience a programme of E4S at a level which is appropriate for their age and physical development with adapted provision if required.

The E4S programme at Castlewood reflects the school's values and the rationale which underpins our curriculum: ensuring children are 'world-ready'. Children will learn about moral values through all aspects of school life, including our Castlewood Learning Powers of Brain, Heart and Soul, thus encouraging 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 E4S 'Cornerstones'

Digital & Media Literacy (DML)

It is important that in modern Britain, young people have the skills and knowledge to be able to navigate the rapidly evolving 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. 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 will be taught why social media, computer games and online gaming have age restrictions and be equipped to manage common difficulties encountered online.

Physical Health & Wellbeing (PHWB)

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. 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 (EHWB)

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 (RSE)

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 to
- 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 or carers 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 us to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. We have designed a bespoke curriculum, taking into account the age, needs and feelings of pupils. This is an iterative process and the curriculum will continue to be reviewed, evaluated and adapted to suit the needs of our school context. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils 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.

SEND and E4S

For children within our school community with special educational needs and disabilities we seek to ensure they are fully included in sex and relationship education, which should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

Some parents and carers of children with special educational needs may find it difficult to accept their children's developing sexuality. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children may need additional support to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Roles and responsibilities

The Governing Body

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

Headteacher and E4S Lead

The Headteacher and E4S Lead are 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 and E4S Lead to ensure that both staff and parents are informed about our policy, and that the policy is implemented effectively. It is also the Headteacher and E4S Lead'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 E4S Lead/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 behaviour 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 or E4S Lead who can discuss the matter with the parent, or follow other appropriate procedures.

All classes have an 'Ask It Basket' in their classroom so that pupils 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 parents be considering such a step, we encourage them to first talk it through with the child and their class teacher, and then, if necessary, contact the E4S Lead/Headteacher.

The Role of Parents and Carers

The school is aware that parents and carers have an important role in children's Education for Safeguarding and Relationship and Sex Education. We wish to build positive and supporting relationships 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 Kirsty Anstee-Brown (Headteacher/DSL), Sharon Burchett (Assistant Headteacher/E4S Lead/DSL) through a mixture of:

- Triangulation of monitoring – pupils' work, planning and drop ins
- Learning walks
- Pupil voice opportunities
- Staff meetings

Pupils' development in E4S is monitored by class teachers as part of our internal assessment systems.

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

