



ST MARY'S CE PRIMARY SCHOOL

'Therefore encourage and build one another up...'
1 Thessalonians 5:11

Relationships and Health Education Policy (ss007)

We undertake to follow the principles in the Church of England Charter for faith, sensitive and inclusive relationships and health education. This approach is underpinned by two key biblical passages:

'So God created humankind in his image, in the image of God he created them.' (Genesis 1:27)

'I have come in order that you might have life—life in all its fullness.' (John 10:10)

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Relationships and health education (RHE) is an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. Our school is committed to serving its community and surrounding areas.

We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore, those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

At our school we embrace the British values of: democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The aims of relationships and health education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Enable pupils to cherish themselves and others as unique and wonderfully made.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of healthy relationships, health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

How this policy was developed

This policy has been developed in consultation with staff, pupils, parents and governors. The consultation and policy development process involved the following steps:

- The Executive Principal, Head of School and RHE/PSHE Coordinator consulted with staff, parents and carers, governors and pupils to ensure relevant national and local guidance was considered and the range of stakeholders could make recommendations about RHSE. All consultation with parents, carers and governors took place virtually and through electronic means due to the restrictions of the Covid-19 pandemic.
- Amendments were incorporated prior to ratification by the governing body.

Requirements on schools in law

As a primary academy school, we must provide relationships education to all pupils as per Section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RHE, we are required by our funding agreement to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

From summer 2021, it will be statutory for primary schools to deliver Relationships Education and Health Education. At St Mary's, we teach RHE as set out in this policy.

What is Relationships and Health Education? How and what will be taught?

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE). Primary sex education is not compulsory in primary schools and as such, we have made the decision to only teach the elements of sex education which are set out in the Primary Science National Curriculum. These focus on exercise, food and nutrition, drugs, hygiene, life cycles, evolution and inheritance, how a baby is conceived and changes during puberty.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, puberty and the changes in the adolescent body, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity. The RHE curriculum will clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values. Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and pupils don't seek answers online.

Resources:

We will be using the SCARF programme of work to resource our PSHE and Relationships Education. SCARF stands for Safety, Caring, Achievement, Resilience, Friendship. It has been developed by teachers and is centred on a values-based and 'Growth Mindset' approach. The scheme promotes positive behaviour, mental health, wellbeing, resilience and achievement and is online meaning it always has the most up to date information.

SCARF lessons will be taught from Reception to Year 6 as we will be using this programme for our PSHE work as well as our Relationship Education. There are also a number of links to science, PE., RE, English as a spoken language and even computing and maths. PSHE/RHE lessons will be led by the class teacher.

Some topics, such as learning about periods and puberty will be taught as a whole class, however, there will also be time for single sex groupings to ask questions. We are keen to make relationships education part and parcel of our everyday teaching so that we avoid the anticipation and subsequent hype which sometimes surrounds these areas of the curriculum.

How Relationships and Health Education is monitored and evaluated

The quality of PSHE/RHE is monitored and evaluated by the PSHE/RHE Coordinator and Head of School through:

- Learning walks
- Pupil interviews
- Staff feedback
- Regular reviewing of resources
- Pupil assessment and feedback during and after each unit of work

This policy will be reviewed every three years. At every review, the policy will be approved by the governing body and changes will be through consultation with parents/carers and pupils.

How the delivery of the content will be made accessible to all pupils

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: children who are looked after in the care of a local authority, young carers).

As a school we will look to acknowledge different ethnic, religious and cultural attitudes to relationships education. We have consulted with parents in creating this policy and choosing our scheme of work and we will continue to review this with the support of our parents, carers, pupils, staff and other stakeholders including the church and our governing body.

Children will be taught at a pace which they are emotionally able to cope with. We have spent a great deal of time choosing our resources and ensuring that they are age appropriate. If a child has a learning, emotional or behavioural difficulty, or a physical disability which may affect them accessing the content of a session, then we will adjust our teaching where necessary in consultation with parents/carers. We will always ensure that pupils are able to access at least the basic content from the programme such as self-awareness, privacy and healthy friendships.

Parental / Carer concerns and withdrawal of pupils

At St Marys, we want to create an active partnership with parents/carers. We have sought views prior to choosing and creating our RHE policy and scheme of work. All pupils are expected to engage fully in RHE and, when discussing issues related to these topics, treat others with respect and sensitivity. Parents / carers do not have the right to withdraw their children from RHE education. This is because we have chosen not to teach any 'Sex Education' that is not part of the National Curriculum science. We welcome parents / carers who have concerns, to discuss them openly with us, so that we can work together to ensure pupils receive the teaching they need.

Sources of further information

This policy has drawn on:

- The Church of England RSHE Charter
https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf
- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

This policy should be read in conjunction with the following school documents:

- Safeguarding policy
- Behaviour and discipline policy
- Anti-bullying policy
- Single Equality Duty
- Most recent DfE Keeping children safe in education

Appendix 1: Curriculum Mapping

| | BEECH | WILLOW CLASS (1&2) | | MAPLE CLASS (3&4) | | OAK CLASS (5&6) | |
|----------------------------------|--|---|---|---|---|--|---|
| | EYFS | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Me & my relationships | <p>What makes me special</p> <p>People close to me</p> <p>Getting help</p> <p>Feelings- Understanding emotions</p> | <p>Feelings</p> <p>Getting help</p> <p>Classroom rules</p> | <p>Bullying & teasing</p> <p>Our school rules about bullying</p> <p>Being a good friend</p> <p>Feelings/self regulation</p> | <p>Cooperation</p> <p>Caring friendships</p> <p>Bereavement (Special Pet)</p> | <p>Recognising feelings</p> <p>Bullying</p> <p>Positive Relationships</p> <p>Assertive skills</p> | <p>Feelings</p> <p>Friendship skills</p> <p>Assertive skills</p> <p>Online Safety - communication with others</p> | <p>Assertiveness</p> <p>Cooperation</p> <p>Emotional support</p> <p>Positive relationships</p> <p>Safe/unsafe touches</p> <p>Online safety-games</p> |
| Valuing difference | <p>Similarities & difference</p> <p>Celebrating difference</p> <p>Showing kindness</p> | <p>Recognising, valuing & celebrating difference</p> <p>Developing tolerance & respect</p> | <p>Being kind & helping others</p> <p>Accepting who we are and respecting others</p> <p>Listening skills</p> | <p>Recognising & respecting diversity</p> <p>Being respectful & tolerant</p> | <p>Recognising & celebrating difference (including religions & cultures)</p> <p>Conflict resolution</p> <p>Respecting personal space</p> <p>Understanding & challenging stereotypes</p> | <p>Recognising & celebrating difference (including religions & cultures)</p> <p>Influence & pressure of social media</p> <p>How my reactions affect others</p> | <p>Recognising & reflecting on prejudice based bullying</p> <p>Understanding bystander behaviour</p> <p>Peer Influence</p> <p>Gender Stereotyping</p> |
| Keeping myself safe | <p>Keeping my body safe</p> <p>Safety online</p> <p>People who help to keep us safe</p> <p>Safe secrets & touches (listening to my feelings)</p> | <p>How our feelings can keep us safe</p> <p>Online safety - sharing pictures</p> <p>Keeping healthy</p> <p>Medicine safety</p> <p>Good or Bad Touches (NSPCC resources)</p> | <p>Safe & unsafe secrets</p> <p>Appropriate touch</p> <p>Medicine safety</p> | <p>Managing risk</p> <p>Drugs & their risks</p> <p>Staying safe online - How can we trust what we find?</p> | <p>Managing risk</p> <p>Understanding the norms of drug use (cigarette & alcohol use)</p> <p>Influences</p> <p>Safety online-How might my photos be used?</p> | <p>Managing risk including staying safe online</p> <p>Bullying</p> <p>Norms around the use of legal drugs (tobacco & alcohol)</p> | <p>Emotional needs</p> <p>Staying safe online</p> <p>Drugs: norms & risks (including the law)</p> |

| | BEECH | WILLOW CLASS (1&2) | | MAPLE CLASS (3&4) | | OAK CLASS (5&6) | |
|--------------------------------------|---|--|--|--|---|--|--|
| | EYFS | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Rights & responsibilities | Looking after things: friends, environment, money | Taking care of things: My self My money My environment | Cooperation Self regulation Saving or spending money Online safety - games | Skills we need to develop as we grow up Helping and being helped Looking after our environment Earning, Saving and Spending decisions | Making a difference Rights & Justice Media influence Decisions about spending money | Rights & responsibilities relating to my health Decisions about lending, borrowing & spending | Understanding media bias, including social media Caring: communities & the environment Earning & saving money Democracy |
| Being my best | Keeping my body healthy: food, exercise, sleep Growth mindset | Growth mindset Keeping my body healthy | Growth mindset Making choices Looking after my body | Keeping myself healthy Celebrating & developing my skills | Having choices & making decisions about my health. Being part of a community Taking care of my environment First Aid- Option to take part in Red Cross First Aid Champions | Healthy body Growing independence & taking responsibility Media awareness & safety | Aspirations & goal setting Ways to Wellbeing Managing risk Basic First aid |
| Growing & changing | Seasons Life stages Plants, animals & humans Babies & Growing up Me & My Body (inc: privates parts, NSPCC Pantosaurus film) | Getting help Taking care of a baby How I have changed My body parts Keeping Privates Private | Life cycles Dealing with loss Being supportive Becoming independent Our bodies - body parts Respecting Privacy Basic First Aid | Relationships Keeping safe- Appropriate touch Safe & Unsafe secrets | Managing difficult feelings Relationships including marriage | Managing difficult feelings Managing change Getting help Stereotyping | Managing Change Keeping safe Body image Self esteem |
| | | | | | | Menstruation in Y5/6 Body changes during puberty in Y6 Reproduction in Yr 6 | |

Appendix 2: 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"> ● That families are important for children growing up because they can give love, security and stability. ● 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. ● 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. ● 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. ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| Caring friendships | <ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends. ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ● 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. ● 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. |
| Respectful relationships | <ul style="list-style-type: none"> ● 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. ● Practical steps they can take in a range of different contexts to improve or support respectful relationships. ● The conventions of courtesy and manners. ● The importance of self-respect and how this links to their own happiness. ● 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. ● 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. ● What a stereotype is, and how stereotypes can be unfair, negative or destructive. ● The importance of permission-seeking and giving in relationships with friends, peers and adults. |

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

Appendix 3: How can parents / carers support their child's learning at home?

The statutory guidance is clear in recognising that a parent/carer is a child's primary educator in these matters. There are many things you can do to support your child's understanding and encourage them to ask questions.

Here are some:

- If you feel it is time to talk to your child about growing up and the changes they are likely to experience it's best to offer it in small chunks, rather than do it in one go, often known as 'The Talk'. This gives children time to digest the new information and ask you further questions as they develop more understanding.
- If your child asks you questions, try to stay calm, and not worry if you don't know the answer. There are plenty of websites that you can use together to help you find the answers to their questions in a factual, honest, age appropriate way (see details below for resources on our website).
- Use everyday opportunities to bring up the topic; things you see on TV or hear on the radio can be great conversation starters to talk about topics such as relationships, sex and body image. Reading books with your child is also a great way of introducing topics and helping children to understand themselves, their bodies and the world around them.
- If you do have family names for genitals, ensure your child also knows their scientific names too. Nobody likes to think their child is at risk of abuse, but knowing the correct words for their genitals will help them report abuse if it did ever happen.
- By showing your child that you are comfortable with them asking you questions now, you are helping to develop a relationship with them where they can seek your advice and support in their adolescent years.
- Visit the specially created Coram Life Education SCARF [webpage](#) for more information including a list of books and websites that will support both you and your child along with some activities to support their learning.