

RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY



ST MARY'S LEWISHAM CE PRIMARY SCHOOL

Our Vision

To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on His message of equality, peace and justice, guided by His words 'As I have loved you, so you must love one another' (John 13:34).

Introduction

At St Mary's and in all Church of England schools we have a belief that all children are made in the image of God and are loved by God unconditionally. As Christian Educators, we acknowledge that our role is to help each unique individual to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually.

All pupils at St Mary's, receive high quality teaching and guidance on PSHCE education that helps them stay healthy and safe, with an understanding of their feelings, their rights and their responsibilities, their relationships and their bodies. At St Mary's school, "we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, Relationship, Sex and Health Education (RSHE) is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life."

Through our Relationship and Health Education Policy, we will promote the school vision and develop equality and justice. We aim to ensure that the unique gifts, wellbeing and potential of every child are fulfilled. *"The hallmark of authentic, life-giving relationships is the recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of their physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, sexual orientation or gender identity."* (Valuing All God's Children, Church of England 2017 p11).

At St Mary's, we will be:

- Ensuring that our school values are embedded and form the heart of our school ethos
- Ensuring that we work in close partnership with parents, carers and other stakeholders to tackle bullying based on race, religion, gender, disability, sexuality or poverty
- Developing children's social, cultural, emotional health, wellbeing and relationships as well as diversity and personal identity
- Developing a school community where unity and positive attitudes towards diversity is celebrated

Approved by: Resources Committee

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2. Aims

The aims of relationship, sex and health education (RSHE) at St Mary's school are to:

- Provide a framework in which sensitive discussions can take place
- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities
- Help pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up
- Help pupils develop feelings of self-respect, confidence and empathy
- To help pupils learn to 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prevent and tackle bullying

3. Statutory requirements

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RSHE is not compulsory in primary school but will become compulsory from September 2020. However, primary schools are required to teach the elements of sex education contained in the science curriculum (see appendix 3).

If primary schools do teach RSHE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. This policy is informed by existing DfE guidance on Sex and Relationships Education (Sex and Relationship Education Guidance, July 2000), Advice for head teachers, staff and governing bodies, July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2015) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

All schools must have 'due' regard to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

4. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and citizenship (PSHCE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

6.1 Jigsaw Content (see appendix 1 & 2 for content and structure)

Jigsaw covers all areas of PSHE for the primary phase, as show in appendix 1 & 2.

6.2 Objectives/Pupil learning intentions

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Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation. The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to resources committee.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

7.4 Pupils

- Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSHE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSHE.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Child Protection / Confidentiality

- Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.
- The staff member will inform the Head Teacher /Designated Safe Guarding Officer in line with the LA procedures for child protection. The staff member will complete a cause for concern slip. A member of staff cannot promise confidentiality if concerns exist.

10.1 Dealing with difficult questions

- Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.
- Classes will agree to not ask personal questions directed at each other or members of staff.
- 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.

11. Monitoring arrangements

The delivery of RSHE is monitored by the PSHCE coordinator through:

- Learning walks
- Lesson observations
- Pupil voice
- Questionnaires
- Teacher evaluation

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

This policy will be reviewed by the PSHCE coordinator every 2 years. At every review, the policy will be approved by the governing board or resources committee.

Appendix 1

Whole School Overview

Term	Puzzle Name	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work

Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Sex and Relationship Education in the context of looking at change



Appendix 2

Jigsaw RSHE Content - The grid below shows specific RSHE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to ...'
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina Respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private Tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals Express how I feel when I see babies or baby animals
	Piece 2 Babies	Understand how babies grow Develop in the mother's uterus and understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process Recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up Recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby

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	Having A Baby	Understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made Understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally Express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty Reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

Appendix 3

National Curriculum 2014 Science (statutory)

Key Stage 1

Year 1

Pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. *Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.*

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults. *They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Year 3

Pupils should be taught to:

- identify that humans and some other animals have skeletons and muscles for support, protection and movement. *Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.*

Year 4

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

Year 5

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals. *Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.*
- describe the changes as humans develop to old age. *Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows*

Year 6

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. *Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work*

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scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. *They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution*

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Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene and hormonal changes. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. They also learn about personal safety, touching good or bad, feeling good about being different and the implications or role of social media.

Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

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