



ST MICHAEL'S  
C of E PRIMARY  
HIGHGATE

# **Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy 2020- 2021**

Date of issue	September 2020
Renewal date	September 2021
Responsible for this policy	Geraldine Gallagher

**To nurture and inspire our pupils to develop a love of learning in a supportive Christian community and become the best they can be**

# **Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy 2020- 2021**

## **Introduction**

At St Michael's C of E School we believe that Personal, Social and Health Education (PSHE) 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. The work we do in PSHE links directly to the Christopher Winter Project for Relationship and Sex Education (RSE) and Drugs/Alcohol Education. PSHE is also woven into all other curriculum areas.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and offline; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

## **Intent**

The aim of this policy is to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Enable pupils to have the confidence and self-esteem to value themselves and others.
- Develop the confidence to talk, listen and think about feelings and relationships.
- Make and maintain friendships.
- Understand the importance of respect, responsibility, love and care in relationships.
- Understand and respect different types of families, including families with same-sex parents.
- Allow pupils to acknowledge and appreciate difference and diversity.
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexualised objectifying, homophobic, biphobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know about and understand the emotional, social and physical changes at puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Discuss their concerns and correct any misunderstandings they may have gained from the media.
- Keep safe online and offline
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place

- Help pupils to identify the characteristics of healthy relationships and how relationships may affect mental and physical health.

## **Statutory requirements**

At St Michael's C of E School, we teach PSHE and RSE as set out in this policy.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At St Michael's C of E School, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

## **Policy development**

This current draft policy has been developed in consultation with staff and pupils. The School is also listening to the views of parents and carers, and following consultation, will make a reasonable decision as to how it wishes to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content. Where changes are deemed appropriate, this policy will be reissued with those changes.

The consultation and policy development process involves the following steps:

1. Review – a member of the leadership team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil survey
4. Ratification – the draft policy was shared with and reviewed by governors from the Child & Community Committee and approved by the full Governing Body.
5. Parent consultation – based on outcomes from the consultation, changes will be made where appropriate and the policy ratified again by Governors.

## **Definition**

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

RSE is not about the promotion of sexual activity.

Relationship and Sex Education (RSE) is essential so our pupils, as they grow, are able to make responsible and well informed decisions about their lives.

## **Implementation of PSHE and RSE**

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At St Michael's C of E School, we use resources from the Seal PSHE scheme of work for Years 1-6, and in addition incorporate the Christopher Winter Project RSE and Drugs and Alcohol lessons and resources.

The scheme of work for RSE (Christopher Winter Project) used is in line with: - The DfE released statutory guidance in June 2019 under sections 34 and 35 of the Children and Social Work Act 2017. The guidance covers Relationships and Sex Education (RSE), Relationships Education and Health Education.

St Michael's C of E School scheme of work maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

Reception: - Families and Friendships

Year 1:- Growing and Caring for Ourselves

Year 2:- Differences

Year 3:- Valuing Differences and Keeping Safe

Year 4:- Growing Up

Year 5:- Puberty

Year 6:- Puberty, Relationships and Reproduction (additional FGM and Respect and Equality)

We also teach RSE through other subject areas (e.g. Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. In R.E. 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.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

We have developed the curriculum in consultation with parents, pupils and staff, taking into accounts 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 do not seek answers to their questions on online platforms.

## **Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

That animals including humans, move, feed, grow, use their senses and reproduce

- To recognise and compare the main external parts of the human body
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

That life processes common to humans and other animals including nutrition, growth and reproduction

About the main stages of the human life cycle

In Year 5 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach these with due regard for the emotional development of the children.

## **Inclusion**

Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in relationship and sex education. Relationship and sex education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their needs. To achieve this, the school's approach to RSE will take account of: the needs of boys as well as girls; ethnic and cultural diversity; varying home backgrounds; Sexual orientation; Special educational needs.

## **The teaching programme for Relationship and Sex Education**

We intend that all pupils shall experience a programme of relationships and sex education at a level which is appropriate for their age and physical development.

## **Roles and responsibilities**

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

The headteacher is responsible for ensuring that PSHE and RSE are taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

## **Staff**

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

## **Pupils**

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

## **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

The RSE policy is shared on the school website and full details are available on request. The school informs parents when aspects of the sex and relationship programme are taught and will be given an outline of the lessons in advance. We encourage parents and carers to communicate their child's questions and thoughts in relation to RSE with us so that we can best support their developing understanding in school. The materials used are freely available to Parents to view within the school. We are mindful in school that children develop understanding at different times.

Parents have the right to withdraw their children from those aspects of Sex and Relationship education not included in the Science Curriculum. (However, this rarely happens; by working in partnership with parents they recognise the importance of this aspect of their child's education).

If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

## **Training**

Staff are trained on the delivery of PSHE and RSE 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 RSE.

## **Monitoring arrangements**

The delivery of RSE is monitored by SLT through: learning walks, feedback from staff and children.

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

## Impact

Our children will be informed, confident and have self-esteem to value themselves and others. St Michael's pupils will be prepared for the opportunities, responsibilities and experiences of later life.

## Appendix 1

CURRICULUM MAP and Resource – see folder in School Office

### CURRICULUM MAP -

	RSE	Sex Ed	Drugs	Science	Citizenship/ British Values
Reception /EYFS Early Learning Goals	Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g) <ul style="list-style-type: none"> <li>Lesson 1 Caring Friendships</li> </ul> Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c) <ul style="list-style-type: none"> <li>Lesson 2 Being Kind</li> </ul> Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a) <ul style="list-style-type: none"> <li>Lesson 3 Families</li> </ul>	<b>Red set</b> (Foundation Stage) <ul style="list-style-type: none"> <li>New Beginnings</li> <li>Getting on and falling out</li> <li>Say no to bullying</li> <li>Changes</li> <li>Good to be me</li> <li>Going for goals</li> <li>Relationships</li> <li>Changes</li> </ul>			
Year 1	Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c) <ul style="list-style-type: none"> <li>Lesson 1 Different Friends</li> </ul> Key Stage 1 Science - <ul style="list-style-type: none"> <li>Lesson 2 Growing and Changing</li> </ul> Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c) <ul style="list-style-type: none"> <li>Lesson 3 Families and Care</li> </ul>	<b>Blue set</b> (Years 1 and 2) <ul style="list-style-type: none"> <li>New Beginnings</li> <li>Getting on and falling out</li> <li>Say no to bullying</li> <li>Changes</li> <li>Good to be me</li> <li>Going for goals</li> <li>Relationships</li> <li>Changes</li> </ul>	<b>Health and Wellbeing</b>  Medicines and people who help us <ul style="list-style-type: none"> <li>Staying Healthy</li> <li>Medicines</li> <li>Who gives us medicines?</li> </ul>	Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	.Learn about themselves as developing individuals and as members of their communities. .Building on the <b>children's</b> experiences and on the early learning goals for personal, social and emotional development. .As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.
Year 2	Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science <ul style="list-style-type: none"> <li>Lesson 1 Differences</li> </ul> Relationships Education Respectful relationships (3a) Key Stage 1 Science <ul style="list-style-type: none"> <li>Lesson 2 Male and Female Animals</li> </ul> Key Stage 1 Science <ul style="list-style-type: none"> <li>Lesson 3 Naming Body Parts</li> </ul>		<b>Health and Wellbeing</b> Keeping safe <ul style="list-style-type: none"> <li>Risk</li> <li>Hazardous substances</li> <li>Safety rules</li> </ul>	<b>Animals, Including Humans</b> Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body  Notice that animals, including humans, have offspring that grow into adults  Notice that animals, including humans, have offspring that grow into adults  Identify, name, draw and label the basic parts of the human	
Year 3	Relationships Education Respectful relationships (3a) <ul style="list-style-type: none"> <li>Lesson 1 Body Differences</li> </ul> Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g) <ul style="list-style-type: none"> <li>Lesson 2 Personal Space</li> </ul> Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h) <ul style="list-style-type: none"> <li>Lesson 3 Help and Support</li> </ul>	<b>Yellow set</b> (Years 3 and 4) <ul style="list-style-type: none"> <li>New Beginnings</li> <li>Getting on and falling out</li> <li>Say no to bullying</li> <li>Changes</li> <li>Good to be me</li> <li>Going for goals</li> <li>Relationships</li> <li>Changes</li> </ul>	<b>Health and Wellbeing</b>  Smoking <ul style="list-style-type: none"> <li>Why people smoke</li> <li>Physical effects of smoking</li> <li>No smoking</li> </ul>	Key Stage 2 Science – describe the life process of reproduction in some plants and animals	.Learn about the wider world and the interdependence of communities within it .Building on <b>children's</b> experiences and on the early learning goals for personal, social and emotional development. .Develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. .As they develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. .They <b>learn</b> how to make more confident and informed choices about their health and environment; to take individually and as a group, for their own learning; and to resist bullying.
Year 4	Health Education Changing adolescent body (8a) Key Stage 2 Science <ul style="list-style-type: none"> <li>Lesson 1 Changes</li> </ul> Health Education Mental wellbeing (6a,6b,6c,6d,6f) Health Education Changing adolescent body (8a,8b) Menstruation (9a) Key Stage 2 Science <ul style="list-style-type: none"> <li>Lesson 2 What is Puberty?</li> </ul> Relationships Education Caring friendships (2b,2c,2d,2e) Respectful relationships (3a,3b,3d,3e,3f,3h) Online relationships (4b,4d) <ul style="list-style-type: none"> <li>Lesson 3 Healthy Relationships</li> </ul>		<b>Health and Wellbeing</b>  Alcohol <ul style="list-style-type: none"> <li>Effects of Alcohol</li> <li>Alcohol and Risks</li> <li>Limits to Drinking Alcohol</li> </ul>	Key Stage 2 Science – describe the life process of reproduction in some plants and animals -describe the changes as humans develop to old age	
Year 5	Health Education Mental wellbeing (6c,6d,6f,) Changing adolescent body (8a,8b) Menstruation (9a) <ul style="list-style-type: none"> <li>Lesson 1 Talking About Puberty</li> </ul> Health Education Changing adolescent body (8a,8b) Menstruation (9a) <ul style="list-style-type: none"> <li>Lesson 2 The Reproduction System</li> </ul> Health Education Mental wellbeing (6a,6b,6c,6d,6e,6f,) Changing adolescent body (8a,8b) Menstruation (9a) <ul style="list-style-type: none"> <li>Lesson 3 Puberty Help and Support</li> </ul>	<b>Green set</b> (Years 5 and 6) <ul style="list-style-type: none"> <li>New Beginnings</li> <li>Getting on and falling out</li> <li>Say no to bullying</li> <li>Changes</li> <li>Good to be me</li> <li>Going for goals</li> <li>Relationships</li> <li>Changes</li> </ul>	<b>Health and Wellbeing</b>  Illegal and Legal Drugs <ul style="list-style-type: none"> <li>Illegal and Legal Drugs</li> <li>Attitudes to Drugs</li> <li>Peer Pressure</li> </ul>	<b>Animals including Humans</b> <ul style="list-style-type: none"> <li>Talking About Puberty</li> <li>Male and Female Changes</li> <li>Puberty and Hygiene</li> </ul>	
Year 6	Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b) <ul style="list-style-type: none"> <li>Lesson 1 Puberty and Reproduction</li> </ul> Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships (3b,3d,3h) Being safe (5a,5b,5c,5d,5e) <ul style="list-style-type: none"> <li>Lesson 2 Communication in Relationships</li> </ul> Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science <ul style="list-style-type: none"> <li>Lesson 3 Families, Conception and Pregnancy</li> </ul> Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i) <ul style="list-style-type: none"> <li>Lesson 4 Online Relationships</li> </ul>		<b>Health and Wellbeing</b>  Preventing Early Use <ul style="list-style-type: none"> <li>Cannabis</li> <li>VSA and Getting Help</li> <li>Help, Advice and Support</li> </ul>	Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	

## Appendix 2

By the end of primary school pupils should know: -

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
<p>Respectful relationships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>