

**ST MARGARET'S COLLIER STREET CE  
SCHOOL**

**Relationships & Health  
Education (RHE) Sex  
Education (SE)**

Review, rewrite: April 2021

Agreed by Governors : May 2021

Next Review: April 2024

**Relationships and Health Education (RHE) and Sex Education (SE)**  
at  
**St Margaret's Collier Street**  
**Church of England Primary School**

**Statutory requirements:**

As a maintained primary school we are required to provide relationships education to all pupils as part of the Children and Social Work Act 2017. This is not to be confused with Sex Education where parents have the right to withdrawal their child.

**Relationships and Health Education**, which all children will receive, focuses on teaching and fundamental building blocks and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships/Internet safety and harms
- Being safe
- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body

(See appendix 1 at the end of this policy for detailed coverage for each area listed above)

**What is our rationale?**

1. Our Relationships and Health Education curriculum including Sex Education is based upon the premise that all life is from God and we are created in the image of God. The Christian values of friendship, fairness, respect and helpfulness are lived out in our school each day. Pupils' personal, social, health and emotional development are all promoted in the supportive Christian ethos of this church school, where care, understanding and respect for each other are paramount. It is in the context of the absolute value of all persons, and the infinite love of God, that RHE is taught at St Margaret's Collier Street CE Primary School.
2. Sex education should be seen in school as part of promoting health and well being through the curriculum. Sex education is more than just biological facts and hygiene, it has moral, legal, cultural and ethnic dimensions. Sex education does involve knowledge of how the human body functions, but it also involves feelings about love, sexuality and responsibility towards oneself and towards others.
3. A well-developed RHE curriculum contributes towards a schools ethos, supporting children in their development.

4. By the end of Key Stage 2 children have been bombarded with all sorts of information and images of 'sex'. Very little of this will be of value to them in their adult life. Unless home and/or school make a specific effort to put these images into perspective and context, pupils may well grow up with misapprehensions, taking them into adulthood.

Children grow up in a complex and ever faster changing world, in which they are exposed to an increasing range of influences and pressures. St Margaret's School aims to build on and complement the learning that has already started at home, in relation to developing moral values and attitudes, and an awareness of themselves as responsible children. Schools work in partnership with parents and careers, so that children become assured citizens of the future.

In relationships and health education, the skills, knowledge and attitudes developed will enable children to lead healthy, fulfilling and meaningful lives, in which they:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- Learn to live and enjoy a healthy lifestyle
- Develop an active role as a member of a family, and of the community
- Value family and marriage as the foundation of a civilised society and a firm basis for the nurturing of children
- Respect the rule of law and encourage others to do so
- Respect religious and cultural diversity, develop an understanding of the beliefs and practices of major world religions and especially Christianity as the national religion and its importance in our history, culture, language and architecture

## Teaching

A programme of learning for **Relationships and Health Education including Sex Education** has been designed around our children's needs, parental wishes and Discovery Education. This curriculum consists of six units which progress through years 1-6.

The six units are:

- Healthy and happy friendships
- Similarities and differences
- Caring and responsibility
- Families and committed relationships
- Healthy bodies, healthy minds
- Coping with change

The objectives for each unit are listed below.

The explicit sex education elements where parents can withdraw their children are identified with an \*.

Year 1

- Forming friendships and how kind or unkind behaviours impact other people.

- Similarities and differences between people and how to respect and celebrate these.
- Identifying who our special people are and how they keep us safe.
- What a family is (including difference and diversity between families), and why families are important and special.
- Our bodies and the amazing things they can do. Learning the correct names for different body parts.
- Growing from young to old and how we have changed since we were born

#### Year 2

- Understanding what makes a happy friendship. Recognise personal boundaries and safe/unsafe situations.
- Exploring different strengths and abilities. Understanding and challenging stereotypes.
- The different communities and groups we belong to and how we help support one another within these.
- The different people in our families, and how families vary.
- Ways to stay healthy, including safe and unsafe use of household products and medicines
- Exploring how our bodies and needs change as we grow older. Aspirations and goal setting

#### Year 3

- Being a good friend and respecting personal space. Strategies for resilience.
- Respecting and valuing differences. Shared values of communities.
- Our responsibilities and ways we can care and show respect to others.
- Different types of committed relationships and the basic characteristics of these.
- Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.
- Coping with feelings around the changes in our lives.

#### Year 4

- Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.
- Identity and diversity. Seeing difference perspectives and not making judgements based on appearance.
- Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.
- The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.
- Influences on our health and wellbeing including friendships, family and media, and awareness of how these can affect personal health choices
- How our bodies change as we enter puberty, including hygiene needs and menstruation.

#### Year 5

- Identity and peer pressure off and online. Positive emotional health and well being.
- Celebrating strengths, setting goals and keeping ourselves safe online.
- How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.
- The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.

- Our unique bodies and self acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.
- How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.

#### Year 6

- How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.
- Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.
- How we can take more responsibility for self-care and who care for us as we grow older, including at secondary school. Basic first aid training.
- Human reproduction, including different ways to start a family\*
- Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.
- Ways to manage the increasing responsibilities and emotional effects of life changes.

### **Teaching and Learning**

RHE takes place weekly and lessons are designed to take appropriately 30 minutes- 1 hour. Lessons can be further developed and extended where necessary and the need for additional RHE lessons may arise.

We place great emphasis on active learning by including the children in the discussions, investigations and problem-solving activities. A range of opportunities are provided for children to learn including group work, debate, discussion, role play and the use of visitors and outside agencies.

Where visitors are used to support and extend classroom teaching, they should be used to complement the learning objectives. A teacher should always remain present and retain overall responsibility in the classroom. We offer our children the opportunity to hear visiting speakers, such as the local police community support officers, fire brigade and the PCSO.

### **Differentiation and Special Education Needs**

Pupils will be at different levels of maturity, will have different life experiences and very different attitudes and feelings. Lessons should be planned to allow different perceptions to be articulated, with all contributions being valued and respected.

### **Cross curricular links**

All teachers and curriculum areas, may make a contribution to RSE. Some subjects make a clear, focused contribution, such as science, whilst the contribution of other subjects is important, but less obvious, Examples are:

- Discussion of specific relationships and moral dilemmas through English
- Discussion of family and marriage through R.E.
- Wider social issues through geography or history
- Discussion of feelings and emotions within relationships in art or music

### **Assessment recording and reporting**

Learning in RHE can be sensitive and of a highly personal nature so assessment is carried out with discretion. RHE will be monitored in line with other curriculum areas, including folders. Parents will receive a progress and attainment in the annual written report.

### **Handling difficult questions**

When teaching RHE it is important to set clear ground rules to ensure that pupils understand what is appropriate in a class setting. However, the school's policy and training should support teachers, and others contributing to RHE in how to handle unexpected questions. For example:

- Children have the opportunity to ask questions through the use of a question box. This provides time for the adult to prepare/ adapt the following session.
- Profession judgement will be made with regard to how to answer questions and if deemed necessary parents will be consulted on a one to one basis regarding the best way forward
- If a question is too personal, remind the pupil of the ground rules, ie. The right to "pass" on questions. If the pupil needs further support, he/she can be directed to an appropriate person or agency outside of the classroom setting
- If the adult does not know the answer it will be important to acknowledge this and use the opportunity as a collaborative learning experience
- If the question is too explicit for the majority of the class, the adult should acknowledge it and promise the return to it later individually
- If the question raises concerns of sexual abuse, the adult should follow the school's safeguarding procedures

Teachers can also access guidance through the Discovery Education website, 'Ensuring a safe teaching and learning environment'.

Annually, parents have the opportunity to view the material and raise questions with the RHE Subject Leader.

**Parents have the right to withdraw their child from all or part of the Sex Education provided at the school identified as an \* on pages 3 - 5 of this document and therefore each year, permission will be asked from each parent providing them with the opportunity if they do not wish their child to view the material.**

**Parents do not have the right to withdraw from the National Curriculum.**

### **Equal Opportunities**

St Margaret's Collier Street Church of England Primary School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious and cultural difference should also be respected.

We believe that God has made each of us as a unique human being and we are all equally valued. We recognise and celebrate this. We also recognise and respect cultural differences within the school and the wider community. Abusive, disrespectful and judgmental comments or attitudes will never be tolerated. We will always give due regard to the age of the class or group taught.

## Monitoring and Review:

Through a report from the Head Teacher or Subject Leader the Governing Body monitors the RHE policy on an annual basis.

### Appendix 1: 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"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• 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</li><li>• 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</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

TOPIC	PUPILS SHOULD KNOW
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TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>