

	<h2>Relationships and Health Education (including Relationships &amp; Sex Education) Policy</h2>		
<p><b>Date adopted</b></p>	<p>Feb 2022</p>	<p><b>Owner</b></p>	<p>Happy &amp; Safe Team</p>
<p><b>Last reviewed</b></p>	<p>July 2024</p>	<p><b>Review cycle</b></p>	<p>Annual</p>

This policy is a working document which provides guidance and information on all aspects of Relationships and Health Education within the schools for staff, parents/carers and governors. It is available on request and can be accessed on the schools' website. This policy is written in line with the latest statutory guidance on 'Relationships Education', 'Relationships and Sex Education' and 'Health Education' which took effect in September 2020.

Through our strong Christian values of love, friendship, responsibility, courage, honesty and respect, we aim to serve our community by providing an education of the highest quality within the context of Christian belief and practice. Our Relationships and Health Education policy and related policies are underpinned by these values.

Effective Relationships and Health Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive and healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being. We recognise that children need to be taught about relationships and health in a way that ensures they can make meaningful links with their own life but also in the context of an online world.

Relationships and health education is integrated into the Life Learning programme of study across the schools, as well as being covered through some elements of the Science and Computing curriculums. **We teach most Life Learning through the Jigsaw Programme.**

Relationships and health education will be taught in the context of developing happy and healthy relationships throughout the whole school, starting in Early Years. It will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community. In the primary phase, it builds a foundation of emotional and social skills, which is central to all later work within this area of the curriculum. Children are taught the necessary strategies, knowledge and skills to navigate the wider world and have awareness of how to keep themselves safe.

The schools are committed to the provision of Life Learning to all its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Inclusivity is high on our agenda and equal time and provision is allocated for all groups. On some occasions, children with particular Special Educational Needs may require and be offered tailored provision which is suitable to their needs and their abilities.

### **Relationships Education & Health Education**

Through a range of interesting and engaging learning experiences, children will explore the themes below.

#### **Friendship**

- We know how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
- We can recognise and manage our emotions within a range of relationships.

- We know how to recognise and respond to risky or negative relationships including all forms of bullying and abuse and know how to ask for help.

### **Love**

- We can respect equality and diversity in relationships.
- We know about different groups and communities.
- We know about the importance of respecting and protecting the environment.

### **Responsibility**

- We know how to respond in an emergency.
- We know about where money comes from, how to keep it safe and how important it is to manage it effectively. We are aware of the part that money plays in people's lives.
- We have a basic understanding of enterprise.
- We respect diversity and equality and know how to be a productive member of a diverse community.
- We know about rights and responsibilities as members of families, other groups and ultimately as citizens.

### **Courage**

- We are confident about managing change, including changes to our bodies, transition and loss and can identify strategies to support us through these.

### **Honesty**

- We know what is meant by a healthy lifestyle and know ways to maintain physical, mental and emotional health and wellbeing. We can identify different influences on these and know how to manage risks towards these.
- We know ways to keep physically and emotionally safe and can make informed choices about health and wellbeing. We can identify sources of help.

### **Respect**

- We can respect ourselves and others.
- We are aware of responsible behaviour and actions.
- We know the importance of behaving and acting appropriately.

Through our Life Learning programme of study, we not only endeavour to educate and inform but to support and nurture our children and their families. As we live in an ever-changing world, we believe our duties are to honour and educate our pupils on the themes covered but not to promote a particular ideology or way of life. However, what we do promote is that children apply their learning and understanding of our school values to the contexts of their own life and take these values with them as they become young adults within our society.

### **Safeguarding**

Through effective Relationships and Health Education we aim to ensure that all pupils are well equipped to develop positive relationships and awareness of keeping themselves safe in the future. We leave them vulnerable, if we do not do everything we can to equip them to keep themselves safe both inside and outside of school. We safeguard our children effectively through teaching these valuable life skills during Life Learning lessons. Our comprehensive, broad and balanced curriculum, created in conjunction with the PSHE Association and the Jigsaw scheme has overarching concepts that are developed through our PSHE teaching. These include:

1. Identity; exploring the children's personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online activity.
2. Relationships; including different types in different settings, in real life and online.
3. A healthy (physically, emotionally and socially), balanced lifestyle; looking at relationships, work-life, exercise and rest, spending and saving and lifestyle choices.
4. Risk; identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others, and safety; assessing behaviour and strategies to employ in different settings, in real life and online.
5. Diversity and equality.
6. Rights, responsibilities and consent; including the notion of universal human rights and fairness and justice in different contexts.
7. Change; as something that can be managed, and resilience; the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.
8. Power; how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.
9. Career; including enterprise, employability and economic understanding.

## **Content**

### **Relationships Education**

By the end of their time at St Martin's children will have covered content on:

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

### **Health Education**

By the end of their time at St Martin's children will have covered content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The learning objectives covered within each year group can be found on the schools' website. These objectives are progressive and taught in an age-appropriate manner. The learning content is covered through the Jigsaw scheme. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website. This also supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory 'Relationships and Health Education'. The table below gives the learning theme of each of the six 'Puzzles' (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Some learning content is taught discreetly, with which teachers have ownership in planning and delivering this in a suitable and age-appropriate manner, along with the utilisation of workshops and visitors to enrich learning for all.

This policy, plus Relationships and Health Education (including Relationships and Sex Education) is maintained and led by the 'Every Child... Happy & Safe Team'. However, all teachers contribute to the effective delivery of Relationships and Health Education through Life Learning by planning and delivering appropriate and engaging lessons in line with our Teaching and Learning policy. The objectives are set within the whole school curriculum, but class teachers and individual year groups have responsibility for the short-term planning and delivery of them. It is important to note that all content is taught not only in an age-appropriate manner, but careful consideration is taken by the class teacher to accommodate children's backgrounds and individual circumstances.

## Withdrawal

Parents/carers are unable to withdraw their child from Relationships and Health Education, as stated in the statutory guidance.

## Assessment

- ✓ Assessment of this subject takes place half-termly.
- ✓ Teachers assess against the objectives set out for the half term.
- ✓ Teachers use 'greater depth', 'expected', 'working towards' and 'working below year group' to record how well the child achieved the expected outcomes at the point in time of assessment.
- ✓ This assessment helps teachers to identify if there are any children who need some extra provision or more coverage on a particular area.
- ✓ This assessment process helps us to safeguard our children in a holistic sense by ensuring they have acquired the skills they need.

- ✓ The Happy & Safe Team monitor assessments to identify learners who require further support as they transition to their next year group.

### **Monitoring and Evaluation**

Monitoring of Relationships and Health Education occurs regularly. Monitoring is used to identify strengths and areas for development within the subject area.

- ✓ Life Learning is monitored through regular Learning Walks, led by the Happy & Safe Team.
- ✓ Regular 'Book Looks' take place to ensure appropriate coverage of content.
- ✓ Yearly action planning documents key areas for improvement based on evaluation of the subject area.

### **Relationships & Sex Education**

Relationships & Sex Education needs to begin before puberty and feelings of sexual attraction, and before young people develop sexual relationships. We feel strongly that our curriculum and sex education lessons ensure that children are well equipped for the next phase of their lives and education. In addition to this, teaching these themes within the primary phase ensures that any misconceptions are addressed, but most importantly, we believe that we are safeguarding our children by delivering information that readies them for the next phase of their life and school career.

At St Martin's, Relationships & Sex Education is taught in Years 4, 5 and 6 using the Jigsaw scheme of work and is covered in the 'Changing Me' Puzzle (unit). This scheme has been chosen for use by the school as it reflects modern society, is easy to access by all staff, is interactive, and most importantly, promotes positive diversity in its content (e.g. same sex couples, pregnancy through IVF and information about the wide variety of resources available to individuals when managing personal needs and hygiene).

Sex Education is not statutory within primary years but we have taken the decision to include this within our curriculum, following initial consultation with parents, governors and staff at the point of statutory guidance being launched nationally. This is supported by the Church of England and the Guildford Diocesan Board of Education. See their supporting statements on the new statutory guidance below.

"The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education (where, after consultation with parents and carers, primary schools decide to include elements of sex education in their curriculum). 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". *Church of England Charter, 2020*

"The Diocesan Board of Education (DBE) fully supports and endorses the new statutory RSE Statutory guidance for schools and encourages school leaders, governors and clergy to embrace the teaching of RSE in line with the new requirements set out.

Children and young people are entitled to learn about Relationships and Sex Education in a positive culture and environment which teaches them knowledge and skills to help them understand themselves and others.

Our school communities include children and adults from a range of diverse family arrangements and different types of relationships. Our church schools should be welcoming, inclusive places where all children can learn, be nurtured and flourish.

The new guidance is designed to help schools, equip children and young people to understand Relationships and Sex Education in an age where they have far greater access to information than before, much of which is now available outside of the classroom context where it is taught". *Diocesan Board of Education, 2020*

Our Relationships and Sex Education programme reflects the schools' ethos, demonstrates, and is underpinned by the school's values.

At St Martin's Schools we support the 12 evidence-based principles for Relationships and Sex Education. These are reflected within this policy. Our schools are committed to Relationships and Sex Education which...

- Is an identifiable part of our Life Learning curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by class teachers with leadership for the learning and outcomes of the children whom they are teaching.
- Works in partnership with parents and carers, informing them about what their child will be learning about and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Fosters gender equality and LGBT + (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in Life Learning lessons and in every-day school life.
- Meets the needs of all pupils with their diverse experiences – including those with special educational needs and disabilities.
- Seeks pupils' views about Relationships and Sex Education so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

## **Content**

### **The Jigsaw scheme will cover the below in Year 4**

- How girls' and boys' bodies change on the outside
- How girls' and boys' bodies change on the inside
- Girls and Puberty (menstruation/periods)

### **The Jigsaw scheme will cover the below over Year 5 & 6:**

- On and offline relationships
- Friendships and secrets
- Friendships and pressure
- Keeping safe – safe and unsafe touch
- Keeping safe – online images
- Changes at puberty
- Periods (menstruation)
- Wet dreams and masturbation
- Making babies – sexual intercourse

- Making babies – assisted fertility and multiple births
- Making babies – pregnancy and birth
- Identity and prejudice
- Equality and the law
- Getting help

**Year 4 Key Learning Objectives include:**

- Identify how boys' and girls' bodies change on the outside during the growing up process.
- Identify how boys' and girls' bodies change on the inside during the growing up process.
- I recognise how I feel about these changes happening to me and how to cope with these feelings.
- 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.
- I have strategies to help me cope with the physical and emotional changes I will experience during puberty.

Year 4 children cover particular topics on puberty including menstruation.

**Year 5 Key Learning Objectives include:**

- Aware of my own self-image and how my body image fits into that.
- I know how to develop my own self esteem.
- Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.
- I understand that puberty is a natural process that happens to everybody and that it will be ok for me.
- Describe how boys' and girls' bodies change during puberty.
- I can express how I feel about the changes that will happen to me during puberty.
- 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.
- I appreciate how amazing it is that human bodies can reproduce in these ways.
- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).
- I am confident that I can cope with the changes that growing up will bring.

Year 5 children cover particular topics on puberty, including menstruation and wet dreams, split into gender groups. They will then revisit these topics in Year 6 as a whole class.

**Year 6 Key Learning Objectives include:**

- Aware of my own self-image and how my body image fits into that.
- I know how to develop my own self esteem.
- Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
- I can express how I feel about the changes that will happen to me during puberty.
- Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- I can recognise how I feel when I reflect on the development and birth of a baby.
- Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.
- I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.

- Aware of the importance of a positive self-esteem and what I can do to develop it.
- I can express how I feel about my self-image and know how to challenge negative 'body-talk'.

Children in Years 4, 5 and 6 are encouraged to be respectful and mindful of and towards one another. They are informed that all questions are valid and advised not to discuss the content with any younger children around school and in the playground.

Rules are set with the children in Years 4, 5 and 6 prior to the sessions and aim to include the themes below.

- **Listening** – this is a 2 way process – you will give them time to talk and you are willing to listen to them – can they agree to listen when you need to speak
- **Respect** – again, a whole class ethos – treat others how you would like to be treated yourself – teacher to model this by being respectful to the students
- **Co-operation** – are the class willing to participate in activities
- **No disclosures** – state that it is not an appropriate setting to disclose personal information – if a student feels that they would like to talk to you or another adult that they trust, they can do so after the lesson. It is also a breach of the agreement to make disclosures about anybody else or start finger pointing during the lesson.
- **No personal questions** – the class must agree that they will not ask the teacher or other students any personal questions about their own life – seeking an opinion is ok.
- **Confidentiality** – make it very clear that this is **never** guaranteed because they are under 16 and child protection issues have to be considered. Encourage the class to understand that there may be information and sharing by others that they will wish to maintain confidentiality for – important that the students begin to understand that it **will not** be appropriate to discuss certain information about other students in the playground.

### **Safeguarding**

We strongly believe that through delivering Relationships and Sex Education within Upper Key Stage 2, we help to safeguard pupils by ensuring they are equipped with the knowledge needed to transition to secondary school; gain factual information rather than seeking information from peers or the internet.

Children's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to a Designated Safeguarding Lead who takes action, as laid down in the Child Protection and Safeguarding Policy. All staff are familiar with this policy and know who the Designated Safeguarding Leaders are should they be concerned about a child. The child concerned will be informed that confidentiality is being breached and given reasons why. The child will be supported by the teacher throughout the process. Our Child Protection and Safeguarding Policy further outlines how we strive to keep our children safe.

### **Behaviour**

Children, throughout their time at St. Martin's, are taught the skills and strategies to keep themselves and others safe. This includes forms of bullying, appropriate/inappropriate touch and positive/negative relationships. This policy should be read alongside our Positive Behaviour Policy and our Child Protection and Safeguarding Policy. All forms of bullying, including cyber, emotional, physical, sexual and verbal are dealt with strongly yet sensitively. In addition to this, any reports of sexual harassment are overseen by a member of the Executive Leadership Team. Where concerns are made about a child's behaviour, along this theme, the concerns will be investigated and all children involved will be supported, as seen appropriate, following the exploration of the incidents. Any child who has been identified as displaying sexualised behaviour, not in line with what is considered age-appropriate behaviour, will be supported to ensure they understand about the inappropriateness of their actions. This is a pre-emptive and proactive measure to ensure that further concerns are not raised in the future.

### **Engagement with parents/carers**

Parents and carers are invited into school via a letter sent home, to find out about the Relationships and Sex Education content, which will be taught in Years 4, 5 and 6. Staff will use a prepared letter which will be available to them on the shared server. Within each year group, the videos, PPTs and resources which will be used will be shared. Parents/carers will have the opportunity to ask any questions about the teaching and learning of Relationships and Sex Education at this meeting.



### **Withdrawal**

Parents/carers have the right to withdraw their child from explicit sex education lessons taught within Years 5 and 6 during their final years of their education at St Martin's School. However, they will not be able to remove their child from Relationships Education and Health Education (Life Learning) lessons across all year groups including science lessons. Any parents/carers wishing to exercise this right are required to put the request in writing, addressed to their class teacher. The class teacher will then meet with the parents/carers to discuss and explore any concerns and discuss any impact that withdrawal may have on the child. Should the parents/carer still wish to withdraw their child they will be encouraged to meet with a Senior Teacher to explore any detrimental effects, this could include any social and emotional effects of being excluded. They will also explore the likelihood of the child hearing their peers' version of what was taught rather than what was directly said by the teacher. It should be noted that all withdrawal applications will be granted with support from the Co Head Teachers and a discussion with parents and carers about what specific content they wish to withdraw their child from will be decided. We do recognise that the detrimental effects can be mitigated if parents/carers propose to deliver sex education to their child at home instead. Parents/carers who wish to supplement the schools' Relationships and Sex Education programme or wish to deliver sex education to their children at home, can be directed to appropriate resources and materials.

Some elements of Relationships and Sex Education are covered through our science curriculum. Learning objectives covered contribute towards learning about 'Animals, including humans'. Parents/carers cannot withdraw their child from science lessons and therefore their children will be taught the objectives below.

Year 1	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.
Year 2	To notice that animals, including humans, have offspring which grow into adults.
Year 5	To describe the changes as humans develop to old age.

In addition to the above, aspects of online safety are taught through our computing curriculum and how to keep ourselves healthy and the benefits of this through our Physical Education curriculum. Further information about specific learning content can be found on the school's website.

### **Difficult Questions**

Staff are aware that views around Relationships and Sex Education related issues are varied. However, while personal views are respected, all issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal teaching of Relationships and Sex Education arising from pupil's questions are answered according to the age and maturity of the pupil(s) concerned. We feel it is important to answer questions appropriately to avoid children looking elsewhere for the answers, e.g. the internet, as this may provide them with misleading or inappropriate material. Questions do not have to be answered directly and can be addressed individually later. The schools believe that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about a child.

Children will be able to contribute sensitive questions through the use of a 'question box' anonymously. The answers, if appropriate, will be discussed further within the classroom.

We believe that Relationships and Sex Education should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

### **Review & Consultation**

This policy will be updated on a yearly basis and parents will be regularly consulted on any changes made within the policy.