

Leigh St. John's C.E. Primary School

Kirkhall Lane

Leigh

WN7 1RY

Headteacher: Mrs E. Lightfoot



Relationships and Sex Education Policy (RSE) and Health Education Policy

Developed in consultation/advisory role with:	Governing Body, SLT, Staff, Pupils, Parents, LA, external services
For use by:	Pupils, Staff, Parents, Governors, and external service providers/users.
Reviewed:	Full Governing Body –
Agreed by:	All staff
Next policy review date:	Autumn Term 2026
Signed Chair of Governors:	<i>Mrs K Partington</i>
Date:	September 2023

Rationale

High quality relationships and sex education (RSE) helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. A comprehensive programme of relationships and sex education provides accurate information about the human body and essential skills for building positive, enjoyable, respectful and non-exploitative relationships as well as staying safe both on and offline.

Educating children effectively on sex and relationships is essential so that our pupils make responsible and well-informed decisions in their lives and display Christian maturity. All Relationships and Sex Education will be in accordance with the Churches moral teaching. Our approach to Relationships and Sex Education is rooted in the Churches teachings of the human person and is presented positively.

Relevant Legislation and Compliance

- Sex and Relationship Education Guidance 2000
- Section 80A of the Education Act 2002 and section 403 of the Education Act 1996
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Children and Families Act 2014
- Equality Act 2010 and schools
- National Curriculum 2014
- St John's Safeguarding Policy
- St John's Equality Scheme
- St John's Relationships and Behaviour Policy

At the time this policy was produced, guidance was also sought from 'Relationships Education, Relationships and Sex Education (RSE) and Health Education February 2019.

Pastoral Care at Leigh St. John's

The quality of relationships between all members of the school, staff and pupils and the relationships with parents and carers is the bedrock of our distinctly Christian church school. It can be expressed in the terms of sharing and caring. Jesus was clear in his instructions to the disciples on this matter. "Love your neighbor as yourself" – Matthew 22.39. "This is my commandment: love each other" John 15:7. The words of Micah – the theological biblical root from which our school vision is borne out of – is clear in describing how to be a decent human being. "The Lord has told you what is good. He has told you what he wants from you: Do what is right to other people. Love being kind to others. And live humbly, trusting your God" – Micah 6:8.

These principles are the foundation which our policy is built upon. Our pastoral work strives to meet the significant challenge to create and maintain relationships which reflect the gospel.

Policy Aims and Objectives

The aim of this Relationships and Sex Education Policy is to clarify the content and the manner in which these aspects are delivered in school. The school curriculum shall:

- Educate the whole child: spiritually, intellectually, morally, emotionally, psychologically and physically towards Christian maturity.
- Prepare pupils for the opportunities, responsibilities and experiences for their next phases of their lives as well as their adult lives.
- The content taught will reflect the school vision and demonstrate and encourage respect for self and others.
- Meet the requirements of the National Curriculum.
- Provide information which is relevant and appropriate to the age and maturity of the pupils and will include the development of communication and social skills.
- Taught in the context of relationships when delivering matters regarding sex. Key Topics and themes will be revisited and reinforced within a developmental programme.
- Be taught mainly in mixed-sexed groups. However, provision will be made for single-sexed groups with children when necessary.

The school will work towards these aims in partnership with parents.

Our Approach

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some sex education through other subject areas such as Science and PE.

Our PSHE Scheme is SCARF by Coram Life Education and covers all the statutory requirements for Relationships Education and Health Education.

Below details what is taught at each age and stage.

Early Years Foundation Stage:

Friendships

- To recognise and be sensitive to the differences of others.
- To name people who can help them and describe ways to help others.
- To talk about feelings and what can cause them.
- Making Friends and understanding what makes a good a friend.
- Working as part of a group / team.
- Working together – code of behaviour.
- How am I different / the same as other people?

Growing up and life cycles

- Dressing myself/ personal hygiene.
- Differences between boys and girls. What is good about being a boy / girl?
- To describe how a baby grows into an adult and what they might need.
- To name some of the body parts.
- To know and remember the PANTS rule.

Keeping healthy and making healthy choices

- What our bodies need to stay healthy.
- To recognise what can be dangerous both inside and outside and including playing online.
- To make healthy food choices.
- To make healthy sleep and exercise choices.

Taking care

- To clean and tidy in the home and in the classroom.
- To look after money.
- To look after our world.

Key Stage 1

We teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

Pupils in Year 1 are taught:

Feelings and getting help

- To name different feelings and how they might make us behave.
- Suggest ways of dealing with 'not so good' feelings and how to help others.
- To listen to others and wait their turn to speak.
- Name the trusted adults in school and at home who can keep them safe.

Valuing differences

- To recognise ways in which people are similar as well as different.
- To say why things sometimes seem unfair, even if they are not.
- To recognise bullying and talk about what it is.
- To show kindness to others.

Keeping healthy and growth mindset

- To explain the things our bodies need to stay well (exercise, sleep, healthy foods).
- To say 'no' to unwanted touch and seek help from a trusted adult.
- How to stay safe around medicine.
- To select a healthy meal with different food groups.
- To be persistent when learning a new skill.
- Know strategies to use when they come across something difficult.
- Help friends when they fall out.

Looking after things

- To wash hands correctly.
- To look after a special person or item.
- Explain some things that money is spent on.
- Seek help if someone has hurt themselves.

Growing and changing

- About the different ways in which they have changed since they were a baby, including the changes to their bodies.
- The different words families may have for these body parts.
- Name the body parts girls and boys have that are the same and which body parts are different.

Pupils in Year 2 are taught:

Feelings and self-regulation

- To understand we have different ways to express our feelings.
- To express feelings in a safe, controlled way.
- To seek help if someone teases me or does something unkind.
- To tell someone how they are making me feel.
- Explain lots of ways we can be a good friend and decent human being.
- The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.

Valuing difference

- To be respectful of those who are different to me.
- Describe how someone can change someone's feelings.
- To disagree well.
- Name and suggest strategies to someone who feels left out.
- To use kind words, kind hands and kind feet around our friends.

Keeping safe

- To keep safe around medicines explaining that they can be helpful but harmful if not used properly by the correct person.
- To use words (yes, no, I'll ask, or I'll tell) in relation to keeping myself and others safe.
- To distinguish between safe and unsafe secrets and seek a trusted adult if something feels wrong.
- To explain examples of touches that are ok or not ok (even if they haven't happened to me) and can identify a safe person to tell if not ok.

Cooperation and self-regulation

- To use known strategies when feeling angry or upset.
- To make choices with regards to money.
- To name ways of looking after the environment

Looking after my body and growth mindset

- To understand how 'goal setting' can help to achieve what we want to be able to do.
- To explain how good hand hygiene prevents viruses and germs from spreading.
- To name the different body parts that are on the inside me that help to turn food into energy.

Life cycles

- To know the stages of growth that they have been through as well as those yet to come.
- To know how to keep private parts private and why.
- To name the human private parts.

Key Stage 2

Building upon children's prior learning in KS1 and Reception, we teach about life processes and the main stages of the human life cycle in greater depth. In Year 5, we place a particular emphasis on health education as many children experience puberty at this age. Teachers answer questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are conceived and born, how their bodies change during puberty and what menstruation is. We always teach this with due regard for the emotional development of the children.

Pupils in Year 3 are taught:

Cooperation and friendships

- To communicate their feelings and emotions in a regulated way.
- To collaborate with a team to achieve a goal.

- To accept that they may not always agree with others.
- To listen and share opinions respectfully.

Respecting diversity and showing tolerance

- To give examples of different types of family and respect the differences.
- To identify different community groups and explain what is good about having different groups.
- To use respectful language and communication skills when discussing with others.
- To identify situations where respect and tolerance have helped a situation.
- To name and display different qualities needed for people of all backgrounds to get along together.
- To know ways to deal with bullying and prejudice

Keeping safe

- To react accordingly to situations and make changes to make things less risky or not risky at all.
- To know some key risks from and effects of cigarettes and alcohol.
- To display safe conduct when online particularly in relationship to personal data.

Life skills

- To understand different times and reasons to spend money.
- To understand how people earn money.

Growing and changing

- To understand personal space.
- To understand different relationships.
- To know what qualities a healthy positive relationship has.
- About some of the body changes during puberty.
- About the process of aging and the fact that this cannot be controlled.
- To match the correct body parts to a male and female.
- About the importance of hygiene.

Pupils in Year 4 are taught:

Feelings and assertiveness

- To understand how feelings change and might become different for others,
- To interpret different emotions by a person's body language.
- To reject someone/something (say no) in a calm and controlled way.
- Teamwork strategies.
- The qualities of a healthy relationship.

Valuing difference

- How differences sometimes cause conflict but can also be something to celebrate.
- How to manage conflict by using negotiation and compromise.
- Strategies to deal with someone who is behaving aggressively.
- To challenge stereotypes that might be applied to me or others.

Risk management

- Strategies to deal with risky situations.
- About the power of influence and how to avoid being influenced into risky situations or poor decisions.
- Why it is important for adults not to smoke or drink too much alcohol.
- The potential consequences of unsafe or inappropriate risks.
- Which information, including images, are safe or unsafe to share online.

Decision making

- About their rights and responsibilities.
- How their decisions affect others.
- To support others as a bystander.
- To understand aspects of financial responsibility, including how adults' choices and decisions about money affect them.

Healthy choices

- Strategies to look after their physical and mental well-being.
- Strategies to look after the environment.

Growing and changing

- Biological names for various body parts including penis, vagina, testicles and breasts.
- That humans reproduce and produce offspring.
- Women have babies and that in most animals, it is also the female that has babies.
- To identify some of the changes which have already happened to their bodies (e.g., growing taller) and accepting that they cannot change these.
- To understand why some people choose to get married, have a civil ceremony or live together.

Pupils in Year 5 are taught:

Feelings and friendships

- Strategies to resolve arguments and disagreements.
- The warning signs that a relationship could be unhealthy or unsafe.
- To manage their emotional needs and any risks to them.
- To respond to emotions in accordance with the situation and person.

Celebrating difference

- Empathy in relation to people who have been, and currently are, subjected to injustice, including through racism.
- To understand how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.
- To develop an understanding of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)
- To understand how individual/group actions can impact on others in a positive or negative way.

Managing safety

- How to protect personal information online and recognise and respond accordingly to disrespectful behaviour online.
- To understand social norms relating to cigarettes and what may influence a person to not smoke.
- How to support someone who is being bullied.
- To assess risks (including emotional risks) and respond to situations accordingly.

Rights and responsibilities

- To understand and explain how the responsibilities of others impact them and their community.
- To understand and act upon their own rights and responsibilities within the home, the community and the wider world.
- A deeper understanding of aspects of finance and money.

Personal growth

- How different organs function and how they contribute to the health of the body.
- Explain how choices relating to smoking and drinking affect a person's health.
- Recognise several qualities that make people attractive that are unrelated to looks/appearance.

- The biological terminology used to describe changes in boys' and girls' bodies as they go through 'puberty' and understanding this is the term used to explain when a child's body turns into an adult and how they may feel about these changes.
- Girls begin periods (menstruation) once they have entered puberty and that this is a natural process necessary to being able to one day make a baby.
- To use the correct vocabulary to explain the menstruation cycle and puberty changes and the products people might need.
- Different situations, scenarios and ideas regarding parenting and family roles represented in the world around them (e.g., same sex parents).
- The importance of relationships, focussing on the development of friendships.
- 'Self-image' and the idea that how they see themselves is not necessarily how others see them.

Pupils in Year 6 are taught:

Me and my relationships

- Strategies for negotiation and compromise.
- The law regarding illegal touch.
- To recognise bystander behaviours and to call these out.
- Strategies of assertiveness and understanding with regards to relationship challenges.

Valuing difference

- Understand the difference between a passive bystander and an active bystander in various bullying situations.
- A deeper understanding of verbal and non-verbal respect.
- About prejudice behaviour and how to challenge stereotypes reinforced by others and the media.

Managing safety

- To secure a positive digital footprint, including safe, respectful and responsible behaviours when using social media.
- How to share images safely online and using social media.

Rights and responsibilities

- To understand bias and recognise the difference between fact and opinion.
- To recognise the effects of social media and understand how it can often only display the 'highlight reel' of a person's life.
- To actively improve the environment.

- Why we need a democratic society and how laws keep us safe.

Being my best

- How to be the best version of themselves.
- A deeper understanding of risk management and personal responsibility.

Growing and changing

- About unsafe secrets.
- That a baby is made when sperm from a man and a woman's egg joins therefore have some of the characteristics of each of their parents.
- Strategies for the development of positive self-image and self-esteem.
- The importance of looking after themselves physically and emotionally.
- That attraction to others of the opposite or same sex is a natural part of growing up.
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
- That the legal age for sexual consent is 16.
- That having a baby is a choice which responsible adults make when they are with someone they love.

Assessment

Whilst there is no formal examined assessment for these subjects, we have effective strategies in place to capture what pupils know and remember about what they have been taught. These often take the form of low stake quizzes, frequent retrieval questions, retrieval prompts mat, retrieval grids and exit tickets.

Teachers, through their wider curriculum planning, pull together subject content in topics that begin with a philosophical enquiry question - Why was coal mining so important to Leigh? – and with overarching global concepts – 'tradition', 'adversity', 'resistance', 'responsibility'. These non-subject specific concepts act as a lens for the learning material to be filtered through. This approach allows for the explicit teaching of semantic knowledge whilst at the same time unpacking the 'big ideas' which prepare children to take up their place in today's world.

When children encounter global concepts – 'power/greed', 'prejudice', 'technology', 'sacrifice' and 'integration' – with some repetition, connections across subjects and beyond subjects are cemented. Our curriculum is delivered in a way that enables us to explore and revisit these concepts through PSHE, history, geography, art, RE, DT and science, and they are a tool which propels children's knowledge and understanding beyond those confined to the national curriculum.

Teaching Strategies

- When planning sequences of learning, we consider the latest research regarding 'how children learn' as reflected in our Teaching and Learning Toolkit, and we tailor our learning programme accordingly.
- We understand that learning is an alteration to long-term memory, and short-term memory – working memory - has limited storage capacity. Therefore, we recognise that connected existing knowledge is required for new knowledge to hook on to in order to be remembered. In response, our PSHE curriculum is designed so that children encounter the same key concepts with much repetition as they journey through school.
- Active learning is a feature of many lessons and is most effective when pupils are working in groups. Methods include discussion techniques and a range of methods including poems, posters, stories, DVDs etc.
- We set ground rules at the start of a lesson to reduce anxieties and embarrassment when discussing such issues as puberty. For example "No one (teacher or pupil) will have to answer a personal or embarrassing question. Only the correct names for body parts will be used.
- We can use distancing techniques with role play to help pupils act out situations with invented characters, appropriate videos and theatre groups to help pupils discuss sensitive issues and develop their decision-making skills in a safe environment;
- It is important that children feel able to ask any questions that they wish and that their questions are valued. Children can ask questions by writing questions and posting them in a question box if they wish to be confidential.

Pupils with special educational needs and disabilities (SEND)

As with all aspects of the curriculum, we ensure that Relationships Education, RSE and Health Education are accessible for all pupils. High quality first teaching with appropriate adaptations, including scaffolding with worked examples/sentence stems, explicit modelling using a visualizer, mixed groupings and use of technology ensure accessibility.

The role of Parents

The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both school and church. We work closely with parents and through effective communication via Tapestry, they are kept fully informed about what will be taught and when. Parents can ask further questions through Tapestry regarding the school's approach and, if they so wish, can request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Right of Withdrawal

We hope that parents would wish their children to be involved in the school's positive programme of relationships education and sex education, following our consultation regarding the school's approach. However, we recognise that parents have the right to withdraw their children from such lessons (not included in National Curriculum Science) after discussion and in writing to the Headteacher. Before granting such request, a member of the senior leadership team would seek to discuss this with the parent to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Working with external agencies

In order to enhance the delivery of these subjects, we bring in specialist knowledge from the team at Coram Life Education to support the class teacher with the delivery of aspects of sex education. This is fully planned in a collaborative way to ensure the content is age-appropriate and accessible for the pupils. Prior to any visits, it is agreed in advance how a potential safeguarding report should be dealt with.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. In an age-appropriate way, children need to know what is right and wrong in law and therefore we highlight these when relevant themes are being taught, including for example:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing
- Gender identity
- Extremism/radicalisation

The role of other members of other professional agencies and the community

We encourage other valued members of the community to work with us to provide advice and support to the children as well as work with the children with regard to relationships, sex and health education. In particular, members of the Local Health Authority, including community police officers, school nurse and other health professionals who are able to offer us valuable support with our Sex Education Programme when requested.

Training of staff

All staff members will undergo training on a regular basis to ensure they are up-to-date with the sex and relationship education programme. Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

Monitoring and Review

This policy will be monitored annually by the RSE Leader and will be reviewed annually by the Governing Body. Parents will be consulted before any proposed changes.

