

# Creech St Michael C of E Primary Relationships, Sex and Health Education Policy

**"Together, we love to learn and grow!"**



## Introduction

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social and Health Education in the school. It has been developed in accordance with legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2020) 'Teaching about relationships, sex and health'

This policy is being drafted in consultation with pupils, parents and staff. A copy is being published on the school website and parents are being invited to share their views. Pupils' views will also be surveyed. This policy will help ensure that the whole school community has a shared understanding of this important area of the curriculum.

## Rationale

At Creech St Michael C of E Primary School, we believe that effective Relationships and Health Education (RSHE) is essential if our pupils are to love, learn, grow and are able to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

We believe RHE is an integral element of Personal, Social and Health and Economic (PSHE) Education, as well as being supplemented by Science and other subjects of our taught curriculum.

## Aims and Objectives

At Creech St Michael C of E School, we aim to provide pupils with an age appropriate RHE programme, Christian in ethos, which is tailored to their physical and emotional maturity. It should enable them feel confident and knowledgeable so they can understand and manage the changes that are happening to them, as well fostering happy and healthy relationships now and in later life.

We aim to do this through three key strands which link to our curriculum pledge:

### 1. **Values and Attitudes:**

- Respect and tolerance- understanding that we are all different, view these differences as good and valuing them
- Love – love and appreciate yourself and others, to build friendships
- Care- being kind, fair, and considerate of others
- Reflection- to reflect on your own attitudes and beliefs and those of others
- Responsibility – to know you are responsible for your own thoughts and actions, to look after yourself



**2. Personal and Social skills:**

- Share your thoughts with others and express your feelings respectfully
- Manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make well informed and responsible decisions- become more independent and able to think for yourself
- Managing conflict

**3. Knowledge and understanding:**

Learning and understanding physical development - gaining an awareness of their bodies, body parts and the changes they will encounter at puberty.

Understanding human reproduction, emotions and relationships

**Moral Framework**

Pupils will be taught RSHE within a Christian framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

**Organisation of the curriculum**

Every primary school is required to deliver statutory Relationships Education and Health Education.

"Relationships education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For the purpose of this policy, "Health education" is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

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- 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

Please see the separate document on the PSHE and RSHE area of school's website for the content laid out in the DfE Guidance.

### Delivery of the RSHE Curriculum

At Creech St Michael Primary School, we include the statutory Relationships and Health Education within our whole-school PSHE Programme. We use 'Jigsaw, the mindful approach to PSHE', as our chosen teaching and learning programme and tailor it to our pupil's needs. The required content is communicated to pupils clearly, in a carefully sequenced way, ensuring progression and a spiral curriculum.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. (Please see the separate mapping document: Jigsaw 3-11 and statutory Relationships and Health Education in the PSHE/RSHE area of the school website.) The table below gives the learning theme of each of the six Puzzles (units) and as these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

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Most of the statutory Health Education is covered in the Healthy Me Puzzle (unit). In addition, some of the outcomes e.g. emotional and mental health, social skills and respect are taught and enhanced in every PSHE lesson through various activities.

Much of the statutory Relationships outcomes are covered in the Relationships unit but are also taught in other units such as Celebrating Difference and Being Me in my World.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

(Please see appendix 1.2 for more detailed overviews of these three units.)

Pupils will be taught by class teachers in their class groups or in year groups where appropriate (in particular the Changing Me unit). Single gender lessons will be used as deemed fitting e.g. about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Health advisers or visitors may sometimes be invited to deliver aspects of the RSHE programme. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Furthermore, they will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand

Teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Include sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

## **Sex Education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. (See appendix 1.1)

Within the statutory guidance document for RSHE, the DfE also encourages schools to deliver age-appropriate sex education. At Creech St Michael Primary School, we feel that it is crucial for our children to have the option to learn about the themes of conception and reproduction in additional age-appropriate detail than that which is delivered via the science curriculum. (See appendix 1.1)



We intend to teach this non- statutory content in the 'Changing Me' Unit in the following lessons:

Year Group and lesson:	Learning intentions:
Year 4 lesson 1 (Unique Me)	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.
Year 4, Lesson 2 (Having a baby)	I can correctly label the internal and external parts of female and male bodies that are necessary for making a baby.
Year 5, Lesson 4 (Conception)	I understand the sexual intercourse can lead to conception and that is how babies are usually born.
Year 6, Lesson 4 (Conception, birth)	I can describe how a baby develops from conception through the nine months of pregnancy and how it is born.

Please see appendix 1.2 for an overview of the whole Changing Me unit.

### **Working with Parents**

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about Relationships and Sex Education. Parents/carers are invited to share their views in questionnaires, attend consultation evenings to discuss the school's RSHE programme and view the teaching materials and resources that will be used. Parents will also be informed by letter about the content of learning and specific vocabulary to be used in The Changing Me unit at the start of the term so that they can support their child at home.

A parent or carer, who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Head teacher. Parents have the right to withdraw their children from all or part of those aspects of the RSHE programme which are NOT part of the statutory National Curriculum Science Orders. We conclude, that means those lessons that cover human reproduction as outlined in the table above, not the puberty lessons which are a statutory requirement.

If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Head teacher to discuss appropriate arrangements.

### **Drug Education**

Drug education in our school aims to enable pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use and developing and practising decision-making skills. The programme we follow is based on national and local guidelines for good practice and covers the

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DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' that by the end of Primary School, pupils should know: 'the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.'

At Creech St Michael Primary School, drug education is taught within the Jigsaw PSHE programme, specifically in the 'Healthy Me' unit. (Please see appendix 1.3 for further information.)

### **Equality and accessibility**

At Creech St Michael Primary School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Sex and Health Education.

The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

The personal beliefs and attitudes of teachers will not influence their teaching of RSHE.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?' (See separate document PSHE/RSHE area of the school website.)

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs. The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **Confidentiality**

Parents/carers are informed of the school's confidentiality policy and this is available on our school website. The school will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be encouraged to talk to their parents or carers. Child Protection issues will be addressed if necessary; but if not necessary, the wishes of the pupil will be taken into account. An agreed code of conduct applies to professionals



working in our school. Through the dissemination of our Safeguarding Policy students, parents, staff and health professionals working with us are aware of the different roles people have within the school, the confidential support available and how confidentiality works in practice.

### **Confidentiality in lessons**

Staff teaching RSHE have a duty of care and may wish to make a ground rule that opinions and ideas expressed in discussion should not be repeated outside the lesson. Again it must be stressed that no absolute confidentiality can be promised. Clearly, a lesson situation is also a significantly different context to a conversation with an individual. Students should be reminded of this difference. Through distancing techniques and ground rules students should understand that lessons are not an appropriate place to disclose personal information.

### **Monitoring and Evaluation**

This policy will be reviewed every two years by the PSHE leader and head teacher.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

**Adopted:** Draft Policy March 2021

**To be reviewed:** March 2023.





### **Appendix 1.1**

#### **Relevant Objectives in National Curriculum Science**

There are links to Primary Science objectives in the National Curriculum 2014 which include pupils learning about parts of the body, growth, reproduction, life cycles and ageing, and the changes experienced in puberty

Year group	National Curriculum Science Objective 2014
Year 1	Animals including humans: <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Notice that animals , including humans, have offspring that grow into adults</li> </ul>
Year 5	Animals including humans: <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some animals and plants</li> </ul> Pupils should find out about different types of reproduction including sexual and asexual reproduction in plants and sexual reproduction in animals. <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul>

### **Appendix 1.2**

#### **Overview of Healthy Me, Relationships and Changing Me units of work**

Year Group	Healthy Me Spring Term	Relationships Summer Term 1	Changing Me Summer Term 2
R	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
1	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationship	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition



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2	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationship	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
3	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Family stereotypes Challenging my ideas Preparing for transition
4	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Inside body changes (moved from year 3) Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
5	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception Growing responsibility Coping with change Preparing for transition
6	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



**Appendix 1.3:**  
**Drug education**

Creech St Michael C of E Primary School is committed to the health and safety of its members and will take action to safeguard their well-being. We will actively discourage the use of illegal substances, alcohol or tobacco and the misuse of glue, solvents, prescribed and over-the-counter medicines.

We acknowledge the importance of our pastoral role in the welfare of young people and through the general ethos of the school, will seek to enable pupils needing support to come forward. It is our aim to develop a whole school approach to drug education in the context of the school curriculum.

**Inclusive definition of drugs**

We define a drug as a substance that, when taken into the body, changes the way we feel, the way we perceive things, and the way our body works. This definition includes illegal substances and also legal substances such as alcohol, tobacco, solvents and medicines and 'legal highs' as defined by the Psychoactive Substances Act 2016 which is due to be passed as law during 2016.

**Rationale/key principles**

We will provide pupils with drug education as an integral part of our Personal, Social and Health Education (PSHE) programme.

It is our aim to help all pupils to be able to take their place safely in a world where a wide range of drugs exists. We recognise that some drugs have beneficial effects, but also that every drug has potential harm. For this reason, all drugs need appropriate and responsible care and management. In order to be able to make informed choices, staff and pupils need to understand the nature of drugs, their social status, their uses and effects. This information will always be shared in a way that is age appropriate and fitting to the maturity of the pupil.

**Ethos**

Drug education in our school aims to enable pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use and developing and practising decision-making skills. The programme we follow is based on national and local guidelines for good practice and covers the DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' That by the end of Primary School, pupils should know: 'the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.'

**Content**

Drug issues will be reinforced throughout the child's education, matching their increasing understanding and maturity and in response to local and national issues.

At Creech St Michael Primary School, drug education is taught within the Jigsaw PSHE programme, specifically in the 'Healthy Me' unit in the following year groups and lessons:

Year group	Lesson	Objective
Year 1	4. Medicine Safety	I understand that medicines can help me if I feel poorly and I know how to use them safely
Year 2	3. Medicine Safety	I understand how medicines work in my body and how important it is to use them safely
Year 3	3. What Do I Know About Drugs?	I can tell you my knowledge and attitude towards drugs
Year 4	3. Smoking	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
	4. Alcohol	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons



		some people drink alcohol
Year 5	1. Smoking	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
	2. Alcohol	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
Year 6	2. Drugs	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart

In these lessons and others in Healthy Me unit and wider PSHE programme, opportunities are provided for pupils to:

- explore attitudes and values around drug misuse.
- practise decision-making skills.
- become aware of peer pressure.
- develop assertiveness skills
- consider the consequences of risk taking
- learn how to access sources of help and information. .
- emphasise the benefits of a healthy lifestyle.
- evaluate media messages on drug use.

### **Use of visitors and outside speakers**

Outside agencies may be involved in the planning and teaching of the drug education programme and will be asked to adhere to our school policy. We use visitors to support our teacher- led programme of education, in line with national and local guidance. The class teacher or regular teaching assistant is always present when visitors are working with our pupils.

### **Use of Medicines**

Prescribed medication is dealt with according to our medical needs and first aid policies. Medication is stored in a locked cabinet or the staff room fridge and pupils with conditions such as asthma or diabetes have a medical care plan. Parents sign a medication form to permit the staff to administer short term medication.

### **Drugs On School Premises**

The school will not tolerate the use of alcohol, tobacco and recreational drugs on the premises during the school day. Vaping is also not allowed. Anyone using these substances will be asked to leave and the police may be called to deal with any persons who may present a danger to our pupils.

### **Dealing with drug related incidents**

It is to be hoped that no situation will arise where a pupil appears to be involved as a supplier or taker of illegal drugs or substances. However, if such a situation does arise, the matter will be referred to the Headteacher. The Headteacher will, in consultation with the pupils' parents, consider what procedures, including disciplinary procedures, need to be invoked