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# St Mary's

## Church of England Primary School

### RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY: JULY 2022

#### Designated Staff:

Mrs Maria Constantinou: Head Teacher and Inclusion Leader  
Miss Raphaella Christou: PSHE Leader

#### VISION

At St Mary's, inspired by Christian values, we are excited by our learning, proud of our achievements, determined to be the best we can be and caring of all of God's creation'.

#### VISION IN CHILD SPEAK

Inspired by Christian values, I am excited about my learning, proud of my achievements, determined to be the best I can be and caring of all of God's creation.

#### MISSION

- Through excellent teaching we will deliver an inspirational curriculum
- We will enable every child to make the very best progress
- We will work in partnership with children and families to further promote confidence and self esteem
- We will prepare children to confidently face the challenges of growing up in the 21<sup>st</sup> Century
- We will provide children with an understanding of local, national and global communities and faiths
- With St Mary's Church, Brookside Methodist, and other local churches we will further develop understanding of gospel values in action through worship and across the curriculum

#### **Safeguarding Statement of Intent**

St Mary's Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services to the school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. St Mary's Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people through the rigorous application of Safer Recruitment processes. All applications for staff positions in the school are thoroughly vetted in accordance with policy. DBS checks are undertaken for all staff and for volunteers who work on a regular basis in school.

## **Introduction**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002, A PSHE curriculum:

- Promotes the spiritual, moral, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made Relationships, Sex and Health Education (RSHE) at primary; and Relationships, Health and Sex Education at secondary, statutory subjects from September 2020.

RSHE is part of the personal, social and health education curriculum in our school. We will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use RSHE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect should be shown to all children when teaching about personal relationships and RSHE should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

## **Context**

All RSHE in a Church of England School should be set in a context which is consistent with the school's Christian ethos and values.

- RSHE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSHE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God
- RSHE should reflect that sex is a gift from God as part of creation: a human longing for an intimate union
- RSHE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

## **Aims and objectives**

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of marriage and family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters.

## **Principles**

RSHE should be based on the following principles:

- The sanctity of marriage is an important belief in many faiths, including Christian teaching and practice.
- Children should learn the significance of marriage and families as key building blocks of community and society.
- Health education includes learning about physical and emotional development.
- Children will be taught the cultural and religious differences about matters of sexuality.
- Health education is part of a wider social, personal, spiritual and moral education process.

- Children should be made aware of the way in which advertising and the media influences their views about sexuality.
- Children should be made more aware of the spiritual dimensions and joys of intimacy.
- Children should be taught to have respect for their own and other people's bodies.
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.
- Children should be taught to understand the power of sexual desire.
- Children should be made aware that sex can be used compulsively, competitively and destructively.
- Children need to learn the importance of protecting themselves and of self-control.
- Children should be made aware of God's forgiveness and that there is always a way back.
- It is important to build positive relationships with others, involving trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the wellbeing and integrity of others

## Organisation

PSHE (which includes Relationship and Health Education) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each puzzle to start with an introductory collective worship, generating a whole school focus for adults and children alike.

There are six puzzles in Jigsaw that are designed to progress in sequence from September to July.



The units in the **summer term** are 'Relationships' and 'Changing Me'. We have provided an overview of the content.



## **Adaptations for children with SEND:**

At St. Mary's, we recognise the importance of equipping all the children with essential skills for life and that for some children, having SEND can add additional vulnerability. In order to ensure that children with SEND can fully access the PSHE curriculum, including RSHE, teachers make adaptations based on the knowledge of learners' needs, in consultation with the SENCO or in accordance with any specific targets on support plans. Strategies for purposeful inclusion can include:

- Re-visiting, re-enforcing, consolidating previous learning and essential vocabulary
- Re-visiting content through cross-curricular learning
- Including different sensory experiences to promote physical, social and emotional understanding
- Adapting resources to make them more accessible e.g. adding labels with key vocabulary to RSHE diagrams
- Ensuring children with literacy difficulties have writing scaffolds to support them with their recording.
- Pairing children up carefully so that they have exposure to effective models of language in speaking and listening PSHE exercises
- Liaising with parents of children with complex needs to provide additional resources for RSHE learning at home.

## Overview of the content of the Relationships and Changing Me Units:

Year Group	Relationships	Changing Me
Reception	<ul style="list-style-type: none"> <li>Family Life</li> <li>Friendships</li> <li>Breaking Friendships</li> <li>Falling Out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendships and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendships and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and falling out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Mental Health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>

## So, where exactly does Jigsaw teach Puberty and Human reproduction?

The 'Changing Me' Puzzle contains the specific work on these aspects, supporting children's personal development, sense of identity and self-respect throughout, with the Relationships Puzzle offering more specific aspects of statutory Relationships Education as follows:

Puberty and Human Reproduction in Jigsaw 3-11		
Reception	Growing Up	<ul style="list-style-type: none"> <li>How we have changed since we were babies.</li> </ul>
YR 1	My Changing Body	<ul style="list-style-type: none"> <li>Understand that growing and change is natural and happens to everybody at different rates.</li> </ul>
	Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>Appreciating the parts of the body that make us different and using the correct names for them.</li> </ul>
YR 2	The Changing Me	<ul style="list-style-type: none"> <li>Where am I on the journey from young to old, and what changes can I be proud of.</li> </ul>
	Boys and Girls	<ul style="list-style-type: none"> <li>Differences between boys and girls – how do we feel about them? Which parts of me are private?</li> </ul>
YR 3	Outside Body Changes	<ul style="list-style-type: none"> <li>How are bodies need to change so they can make babies when we grow up – outside changes and how we feel about them.</li> </ul>
	Inside Body Changes	<ul style="list-style-type: none"> <li>How are bodies need to change so they can make babies when we grow up – inside changes and how we feel about them.</li> </ul>
YR 4	Having a Baby	<ul style="list-style-type: none"> <li>The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens.**</li> </ul>
	Girls and Puberty	<ul style="list-style-type: none"> <li>How a girl's body changes so that she can have a baby when she's an adult – including menstruation.</li> </ul>
YR 5	Puberty for Girls	<ul style="list-style-type: none"> <li>Physical changes and feelings about them – importance of looking after yourself.</li> </ul>
	Puberty for Boys	<ul style="list-style-type: none"> <li>Developing understanding of changes for both sexes – reassurance and exploring feelings.</li> </ul>
	Conception	<ul style="list-style-type: none"> <li>Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life.**</li> </ul>
YR 6	Puberty	<ul style="list-style-type: none"> <li>Consolidating understanding of physical and emotional changes and how they affect us.</li> </ul>
	Girl Talk/Boy Talk	<ul style="list-style-type: none"> <li>A chance to ask questions and reflect (girls and boys separated)</li> </ul>
	Conception to Birth	<ul style="list-style-type: none"> <li>The story of pregnancy and birth.**</li> </ul>

\*\* Films and video clips in animation form are used to support understanding.

### The right to withdraw

- Parents **will not be able to** withdraw their child from Relationship Education.
- Parents **will be able to** withdraw their child from Health Education that does not sit within Relationship Education.
- Parents **will not be able to** withdraw their child from Health Education elements, that are covered under National Curriculum Science.

Requests to withdraw a child should be put in writing and addressed to the Head teacher.

## **The role of parents**

The school is well aware that the primary role in children's health education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RSHE policy and practice;
- Answer any questions that parents may have about the health education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Inform parents about the teaching about RSHE in school so that the parents and school can work together to support the child. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

## **The role of the head teacher**

The head teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non science components of RSHE.

## **The staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the individual needs of pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non science components of RSHE.

## **Pupils**

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

## **The governing body**

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

## **Training**

- Staff are trained in RSHE as part of their continuing professional development.
- The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff.

## **Monitoring arrangements**

- The delivery of RSHE is monitored by the head teachers and the PSHE learning leader.
- Pupils' development in RSHE is monitored by class teachers.
- This policy will be reviewed annually by the head teachers, PSHE learning leader and the governing body.

**Next Review: July 2023**