



**St. Mary's C of E Primary School**  
**Headteacher: Mrs M. Constantinou BEd**  
Littlegrove, East Barnet, Herts EN4 8SR  
t: 020 8449 5856  
e: [office@stmarysen4.barnetmail.net](mailto:office@stmarysen4.barnetmail.net)  
[www.stmarysen4-barnet.co.uk](http://www.stmarysen4-barnet.co.uk)

## **RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY: JUNE 2023**

### **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'.

### **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.

Approved by: The Governing Body

Date: 28.6.23

Last reviewed in: June 2022

Next review due by: July 2024

## 1. Aims

The aims of relationships, sex and health education (RSHE) at St Mary's school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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, and 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.

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At St. Mary's, we teach RSHE as set out in this policy.

## 3. Policy development

Our original RSHE policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder email consultation – parents and any interested parties were invited to ask questions and make comments about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

#### 4. Definition and Principles

- RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.
- RSHE involves a combination of sharing information, and exploring issues and values.
- RSHE is not about the promotion of sexual activity.

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce – how a baby is conceived and born;
- 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.
- 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

## 5. Curriculum

Our RSHE curriculum is set out as per Table 1 and Table 2.

PSHE (which includes Relationship, Sex 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.



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

The RSHE units of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The units in the **summer term** are ‘Relationships’ and ‘Changing Me’; these are our RSHE units. We have provided an overview of the content.



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

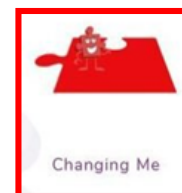
**Table 1 - Units in Early Years and Key Stage 1:**

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>



**Table 2 - Units in Key Stage 2:**

Year Group	Relationships	Changing Me
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>



## Puberty and Human reproduction in the Scheme of Work:

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.

## 6. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
- Safe and supported

- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### **6.1 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.

## **7. Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**We will:**

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)



- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing body

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

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

### 8.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

## **8.4 Pupils**

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

## **9. Parents' right to withdraw**

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the **non-statutory** components of sex education within RSHE – i.e. the Health Education that does not sit within Relationship Education or covered under National Curriculum Science.

Requests for withdrawal should be put in writing and addressed to the headteacher.

## **10. Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSHE is monitored by the PSHE leader through planning scrutinies, learning walks, speaking to children and looking at learning.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the headteacher on an annual basis. At every review, the policy will be approved by the governing body.