



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

RELATIONSHIP, SEX EDUCATION AND HEALTH EDUCATION POLICY

This policy is written in support of the Vision and Values of St Michael and All Angels (Foundation) Primary and Pre-School.

Last Reviewed	Summer 2024
Next Review Due	Summer 2025

Other policies and procedures

- Safeguarding
- Special Educational Needs
- Code of Safe Working Practice
- E-Safety
- Teaching & Learning
- Positive Relationships

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Personal, Social Health and Economic Education (PSHCE)

PSHCE helps give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. The subject is taught across school at St Michael & All Angels. In addition to our PSHCE curriculum, it will be delivered through worship, through RE, science and topic work which all take account of the wide variety of our country's rich history as well as its cultures, politics, and lifestyles. This also supports the school's commitment to strong emotional health and wellbeing. As part of our commitment to PSHCE, pupils at St Michael & All Angels are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, they recognise their own worth, learn to work well with others and become increasingly responsible for their own learning and personal development.

All teachers are responsible for delivering high quality PSHCE education, which is monitored and overseen by the Leadership Team and subject leader.

Relationships and Sex Education (RSE)

Local Authority maintained schools in England are required to teach relationships and sex education (RSE) and must follow the Government's RSE guidance. RSE at St Michael's is taught to promote a healthy and positive attitude about sex and gender issues within a clear and appropriate moral framework and to ensure that the understanding of sexual facts and issues occurs at appropriate times in children's development. RSE also aims to address current and contemporary issues that arise from the inappropriate use of computers, tablets, social media and mobile phones.

The school staff are trained to deliver RSE to our Y6 pupils during the year. The sessions are monitored and supported by SLT. The materials used to deliver RSE are offered for viewing by parents prior to sessions. The teacher will ensure that the class is in a sensible and serious frame of mind before proceeding and will encourage discussion and clarification of understanding and values.

Right to withdraw pupils

Parents are free to withdraw their children from an element of sex education in Year 6 if they wish to do so, or they may view all materials prior to them being used. The only exceptions to this are when the specific biological aspects of human growth and reproduction are taught, that are considered essential elements of the National Curriculum Science syllabus.

Confidentiality

PSHCE should be taught within an atmosphere of trust and respect. Confidences should be kept whenever it is reasonable to do so. However, in instances where information has been disclosed which suggests that there is a risk of danger to a person, for example from abuse (physical, sexual or mental), self-harm or of breaking the law, then confidences cannot be kept and the named person for Child Protection must be informed (See Child Protection Policy). The child giving the information should receive an explanation as to who will be told and why, along with details of the support they will receive.

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Training

Staff are trained on the delivery of RSE as part of the schools continuing professional development programme. Where staff do not feel confident to deliver specific areas of RSE, appropriate support and training will be put in place.

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

Monitoring arrangements

The delivery of RSE is monitored by the Science and PSHCE subject leaders through:

- Book and planning scrutiny
- Learning walks and lesson observations
- Pupil voice

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Relationships, Sex and Health Education - A Guide for Parents and Carers

Introduction

The Department for Education has set out statutory guidance for schools to teach about Relationships, Sex and Health Education (RSHE).

We have taken the guidance and, in line with our agreed policy, we have produced this document to outline a teaching programme that sits within our whole school approaches for supporting children to be safe, happy and prepared for life beyond school. Relationships, Sex and Health Education (RSHE) forms part of our practice to develop our children socially, morally, spiritually and culturally and is supported by our school's wider policies on behaviour and relationships, inclusion, respect for equality and diversity, bullying and safeguarding.

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Relationship Education

At St Michael & All Angels our focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Our Relationships Education curriculum is delivered primarily through our PSHCE lessons the children are taught and is supplemented by whole school practices such as a restorative approach, a comprehensive worship schedule and our online safety programmes.

We see the teaching of Relationships, Sex and Health Education (RSHE) as a journey, begun (and then complemented) by parents, culminating with sensitive teaching about sexual intimacy (traditionally known as 'sex education') which is the element parents or carers have the right to withdraw their child from.

Below is the curriculum content for Relationship Education that will be taught across school from pre-school onwards.

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Families and People Who Care For Me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. This includes all variations of families including: LGBTQ+, foster parents, single parents, step-families, nuclear families etc.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Relationships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

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Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. i.e. PCSO, Women's Centre.
- about different types of bullying (including cyberbullying, and homophobic bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

Pupils should know

- that people sometimes behave differently online including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

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Being Safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy. What is private and what is public (places, information, your body) and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources. Who can help us in different situations?

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Health Education

At St Michael & All Angels Primary School our focus is on teaching the characteristics of good physical health and mental wellbeing.

Health Education is taught using the statutory guidance which is set out using the following eight themes:

- 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

Our Health Education curriculum is delivered primarily through the curriculum projects the children are taught, and is supplemented by targeted teaching using schemes such as Internet Legends which delivers E-Safety learning for children in Key Stage 2. Teaching will also include input from a range of organisations.

The knowledge and know-how that children will learn as part of Health Education is listed below.

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Mental Wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill-health. For many people who do, the problems can be resolved if the right support is made available especially if accessed early enough.

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Internet Safety and Harms

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical Health and Fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

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Healthy eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol and Tobacco

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

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Sex Education

The content of our Sex Education curriculum is taught in both Science and Relationships Education underpinned by the values that are taught in the Relationships Education Curriculum.

Below is a summary of these values:

- Sexual relationships are the closest expression of human intimacy
- Each person's body belongs to them
- You are valuable and have the right to have your boundaries respected

Sexual intimacy should be pleasurable and take place between two adults who have respect for each other and have given full consent for their bodies to be given to each other.

Although relationship education is taught from Early Years to Year 6, our Sex Education content is delivered using the Y6 Medway Relationships and Sex Education material which is approved by the PSHE (Personal, Social, Health Education) Association. The course outline is as follows:

1. Recap on puberty (taught in Year 4 + 5) and how puberty involves change and becoming independent.
2. Recap on positive and healthy relationships exploring what we mean by these and how they are an important part of safeguarding health and wellbeing.
3. How a baby is made exploring links between love, committed relationships, and conception; what sexual intercourse is, and what pregnancy means.
4. Students will be taught about what consent means and the importance of enforcing and adhering to "boundaries" in an age-appropriate way.

Important Note:

Sex Education, unlike Relationships and Health Education, is not statutory.

Whilst parents and carers have the right to withdraw their child from the Sex Education element of the curriculum it is our view that it is a necessary and appropriate step in every child's development.

Year 6 parents will be notified before any Sex Education learning is taught.

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