



St George's
School Edgbaston

LOWER SCHOOL: RELATIONSHIPS,
SEX AND HEALTH EDUCATION (RSE)
POLICY

Revised: April 2021



This policy applies to all Lower School Pupils, inclusive of the EYFS.

St George's School is a Rights Respecting School and supports the UN Convention on the Rights of the Child.

The following articles were considered when writing this policy:

- Article 3** Best interests of the child
- Article 5** Parental guidance
- Article 16** Right to privacy
- Article 19** Protection from violence, harm and neglect
- Article 24** Health and health services
- Article 28** Right to education

"All schools must have an up-to-date policy, which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website."

– Relationships Education, Relationships and Sex Education (RSHE) and Health Education, DfE 2019

Introduction

This policy has been written after consultation with parents, pupils and staff, and it:

- defines any sex education they choose to teach other than that covered in the Science curriculum;
- sets out the subject content, how it is taught and who is responsible for teaching it;
- describes how the subject is monitored and evaluated;
- includes information to clarify why parents do not have a right to withdraw their child;
- includes information about a parent's right to request that their child be excused;
- confirms the date by which the policy will be reviewed

Children are growing up in a complex world and living their lives both on and offline. As much as this bestows many positive and exciting opportunities, it also creates challenges and threats. In this environment, children need to know how to be safe and

healthy, and how to manage their personal, social and academic lives in a positive way.

We want children to put in place the key building blocks of respectful and healthy relationships, which focus on family and friendships, in all contexts, including online, which enable children to be safe and healthy.

Relationship, sex and health education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive relationship and sex education does not make young people more likely to become sexually active at a younger age.

Relationship, sex and health education will reflect the values of the PSHE Jigsaw programme. RSHE will be taught in the context of healthy, positive relationships. In addition, RSHE will promote self-esteem and emotional health and wellbeing and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Rights Respecting School

St. Georges has achieved the Silver Award and is working towards the Gold Rights Respecting School Award. As a consequence, all staff and children are aware of the UN Convention on the Rights of the child. Through the delivery of RSHE lessons we aim to promote children's rights.

Aims and Objectives for Relationship, Sex and Health Education

The aim of RSHE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship, Sex and Health Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives

- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

The Organisation of Relationship, Sex and Health Education

Mrs Sparks is the designated teacher with responsibility for coordinating relationship and sex education. She will work in partnership with the school nurse Mrs V Jones to ensure a balanced curriculum.

Relationship education is delivered through PSHE and is supplemented in Science, Topic, RE, Protective Behaviours, Citizenship and Literacy activities.

A range of teaching methods which involve children's full participation are used to teach relationship and sex education. These include use of video, discussion, looking at case studies, drama and role play.

Relationship, sex and health education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach relationship and sex education include fiction, reference books, leaflets and extracts from videos.

The Teaching Programme for Relationship, Sex and Health Education

It is our intention all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development, with differentiated provision if required.

We build on children's knowledge from Reception through to Year 6 at a level that is appropriate for their age and understanding. This is carefully linked into the Jigsaw programme of study which talks about feelings, emotions and helps pupils to form stronger relationships with their families and peers.

The programme of study is outlined below.

Being Me in My World (Unit 1)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Belonging: Similarities differences Recognise & manage feelings (happy, sad, excited, angry) Working well with others Good to be kind – gentle hands Children's rights – food, water, shelter, education, play</p>	<p>Feeling special and safe at school Belonging How to make class a safe space Feeling proud of achievements Choices, actions and consequences</p>	<p>Hopes and fears for the year and who to talk to How to make classroom safe and fair space Listening to others and contributing ideas Rewards and consequences Working cooperatively</p>	<p>Personal goals, how to value self and others Challenges, making responsible choices Why rules are needed How actions affect self and others Rewards/cons equences</p>	<p>Feeling welcome and valued School community Democracy – school council Rewards, consequences, motivations Group decision making</p>	<p>Facing challenges/set ting personal goals Being a British citizen Prejudices – what are they? How are they formed? Actions, rewards and consequences Impact of individual behaviour on a group</p>	<p>Feeling welcome and valued Compare wants and needs within different communities Understand wants and needs – Maslow Actions, rewards and consequences Group collaboration</p>

Celebrating Difference (Unit 2)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify strengths and know we are all different Know that being different makes us special Know we are all different but the same in some ways Why home is special How to be a good friend Giving and receiving compliments</p>	<p>Identify similarities between friends Identify differences between friends Understand how bullying might feel Who to talk to and how to be kind How to make new friends Understand differences makes us special and unique</p>	<p>Assumptions about boys/girls' stereotypes Understand ways in which boys/girls are similar Know that bullying can be about difference Recognise what is right and wrong How to make new friends Understand differences makes us special and unique</p>	<p>Understand everyone's family is different Understand family conflict Being a witness to bullying and what to do Problem solve bullying situations Understand how words can be used in hurtful ways Give and receive compliments</p>	<p>Assumptions on how people look Understand what influences assumptions How to spot bullying and what to do about it Problem solve bullying situations Identify and respect own unique features First impressions and acceptance of others</p>	<p>Understand that cultural differences can cause conflict Understand what racism is Know rumour spreading and name calling is bullying Compare life with people in developing world Respect own and other cultures</p>	<p>Understand perceptions about what normal means Understand how disability can affect someone's life Understand power struggles Know why some people show bullying behaviours Know how difference can be celebrated</p>

Dreams and Goals (Unit 3)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Perseverance to tackle challenge</p> <p>Not giving up to achieve a goal</p> <p>Setting goals and working towards them</p> <p>Using kind words to encourage others</p> <p>Links between what I learn now and future jobs</p> <p>What it means to be proud of achievements</p>	<p>Setting simple goals</p> <p>Know how to achieve goals</p> <p>How to celebrate achievement with a partner</p> <p>Understand how I feel when facing a challenge</p> <p>Overcoming obstacles and stretching learning</p> <p>Celebrating success</p>	<p>Setting realistic goals</p> <p>Perseverance to tackle challenges</p> <p>How working with others can help learning</p> <p>Working cooperatively in a group</p> <p>Working with others to problem solve</p> <p>Celebrating achievements and successes</p>	<p>Respect and admire people who overcome challenges</p> <p>Identify dreams and ambitions</p> <p>Breaking goals into steps</p> <p>Being responsible for own learning</p> <p>Overcoming obstacles</p> <p>Evaluate and celebrate successes</p>	<p>Identify dreams and goals</p> <p>Overcoming disappointment</p> <p>How to help self and others with disappointment</p> <p>Resilience</p> <p>How to work as part of a group</p> <p>Evaluate and celebrate achievements</p>	<p>Dream lifestyle when I grow up</p> <p>Investigate jobs and careers</p> <p>My dream job and how to get it</p> <p>Dreams of goals of children in other cultures</p> <p>Compare aspirations of children in other cultures</p> <p>How to make a positive contribution to others</p>	<p>Setting challenging but realistic goals</p> <p>Steps to success</p> <p>My dream for the world</p> <p>Helping to make a difference</p> <p>Recognising and celebrating achievements</p>

Healthy Me (Unit 4)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand that exercise keeps the body healthy</p> <p>Understand moving and resting is good for the body</p> <p>How to make healthy food choices</p> <p>Why sleep is good for me</p> <p>Washing hands</p> <p>Stranger danger</p>	<p>Healthy and unhealthy choices</p> <p>How to make healthy lifestyle choices</p> <p>How to keep clean and healthy</p> <p>How to use medicines safely</p> <p>Road safety</p> <p>How to be healthy, happy and safe</p>	<p>What I need to do to stay healthy</p> <p>Feeling relaxed and stress triggers</p> <p>Medicine safety</p> <p>Healthy relationships with food</p> <p>Nutritious food</p> <p>Making and sharing healthy snacks</p>	<p>How exercise affects my body</p> <p>Why my heart and lungs are important organs</p> <p>Knowledge and attitude towards drugs</p> <p>How to keep safe from things, people and places</p> <p>How to stay safe at home</p> <p>How complex and important my body is</p>	<p>Friendship groups</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Peer pressure</p> <p>Inner strength and assertiveness</p>	<p>Smoking</p> <p>Alcohol</p> <p>Emergency Aid procedures</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy body and mind</p>	<p>Food for physical and emotional health</p> <p>Drugs</p> <p>Alcohol</p> <p>Emergency Aid</p> <p>Emotional and mental health</p> <p>Managing stress</p>

Relationships (Unit 5)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Jobs I do at home and how I belong</p> <p>How to make friends and not be lonely</p> <p>How to help others feel part of a group</p> <p>Understand the impact of unkind words</p> <p>Use calm me time to manage feelings</p> <p>Know how to be a good friend</p>	<p>Identify own family and know lots of different types</p> <p>Identify what being a good friend means</p> <p>Appropriate ways of physical contact to greet friends</p> <p>When I need help and who I can talk to</p> <p>Recognise own strengths and how to praise self</p> <p>Celebrating special relationships</p>	<p>Accept everyone's family is different and value own</p> <p>Exploring physical contact – acceptable/unacceptable</p> <p>Problem solving – friends and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Celebrating special relationships</p>	<p>Family roles responsibility</p> <p>How to negotiate conflict and find resolutions</p> <p>Strategies for keeping safe</p> <p>How actions of people around the world influence life</p> <p>How needs and rights of children around the world are met or denied</p> <p>Celebrate web of relationship</p>	<p>Belonging to range of relationships</p> <p>Love and Loss</p> <p>Memories</p> <p>Animal Rights – are animals special?</p> <p>Special pets</p> <p>Celebrate relationships with people and pets</p>	<p>Self-esteem and personal qualities/characteristics</p> <p>Getting on and falling out</p> <p>Girlfriends and boyfriends</p> <p>Attraction and jealousy</p> <p>Staying safe when using technology to communicate</p> <p>Resist pressure to use technology in harmful/risky way</p>	<p>Significant people in my life</p> <p>Love and loss – managing feelings</p> <p>Love and loss – stages of grief</p> <p>Power and control</p> <p>Being safe with technology – power and control</p> <p>Being safe with technology – safety and well-being</p>

Teaching SRE with Confidence (Unit 6)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Consider routines of a typical day</p> <p>Understand why hygiene is important</p> <p>Recognise that all families are different</p>	<p>The importance of and how to maintain personal hygiene</p> <p>Process of growing from young to old and how people's needs change</p> <p>Main parts of the body including the similarities and differences between boys and girls</p>	<p>Process of growing from young to old and how people's needs change</p> <p>Main parts of the body including the similarities and differences between boys and girls</p>	<p>Main parts of the body including the similarities and differences between boys and girls</p> <p>Recognise when and how to ask for help</p> <p>resisting pressure to do something dangerous, unhealthy, uncomfortable, anxious or wrong</p> <p>Aware of different types of relationship, including those between friends and families, civil partnerships and marriage</p>	<p>How their body will, and emotions may, change as they approach and move through puberty</p> <p>Recognise and cope with conflicting emotions</p> <p>Changes as humans develop to old age – human reproduction</p>	<p>How their body will, and emotions may, change as they approach and move through puberty</p> <p>Recognise and cope with conflicting emotions</p> <p>Describe the changes as humans develop to old age</p>	<p>How their body will, and emotions may, change as they approach and move through puberty</p> <p>About human reproduction</p> <p>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and other</p> <p>Aware of different types of relationship, including those between family and friends,</p>

			Judge acceptable or unacceptable touch and how to respond			civil partnerships and marriage Recognise what constitutes positive healthy relationships
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Legal Requirements

All schools must teach the following as part of the National Curriculum Science which states parents do not have the right to withdraw their child/children from this because it is part of the National Curriculum.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.

National Curriculum Science

EYFS

(No National Curriculum Science, see below for more details)

Animals, Including Humans:

Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2: Notice that animals, including humans, have offspring which grow into adults

Year 5: Describe the changes as humans develop to old age

Living Things and their Habitats

Year 5: Describe the life process of reproduction in some plants and animals

Evolution and Inheritance

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

EYFS

This work links in with the Prime Area of Personal, Social, Emotional Development and the specific area of Understanding of the World. Children learn about the concept of male and female and about young animals.

In ongoing Jigsaw work, they develop skills to form friendships and think about relationships with others.

<p>Self-Regulation</p>	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
<p>Managing Self</p>	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
<p>Building Relationships</p>	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
<p>People Culture and Communities</p>	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

The Natural World	<ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
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Key Stage 1

Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and Jigsaw children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In RE and Jigsaw, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Relationship and sex education should focus on the development of skills and attitudes, not just the acquisition of knowledge.

Protective Behaviours

RSHE runs in conjunction with our Protective Behaviours Programme. This encourages children to understand that they have the right to feel safe all of the time. The programme gives them the tools to be able to do this. This is run in addition to the Jigsaw programme, which also encourages children to recognise their different emotional and physical responses to situations in which they may feel afraid or uncomfortable.

KS1	Lesson 1: Feelings Lesson 2: How we are at school Lesson 3: Feeling Safe Lesson 4: Feeling Scary Lesson 5: A Network - Network hand Lesson 6: Using our Network Lesson 7: Protective Behaviours
KS2	Lesson 1: Feelings and faces Lesson 2: Rights and Responsibilities Lesson 3: Feeling Safe Lesson 4: Fun to feel scared/Early Warning Signs Lesson 5: Networks Lesson 6: Using the Network Lesson 7: One Step Removed

To complement the planned provision, we use charities and other providers; for example, every year the NSPCC's 'PANTS' rule is explained during an assembly. This helps children to understand that they have the right to privacy and no one has the right to touch them if they don't want them to. Particular reference is made to private parts, and this will be discussed in an age-appropriate manner. The School Nurse is involved in the delivery of personal hygiene and relationship and sex education.

Specific Issues

Parental choice

Parents have the right to withdraw their children from those aspects of sex education that are not included in the National Curriculum for Science.

All requests to withdraw a child from sex education should be in writing addressed to the Headteacher; however, this rarely happens and, by working in partnership with parents, they recognise the importance of this aspect of their child's education.

Parents do not have the right to withdraw pupils from relationship and health education lessons.

Child Protection / Confidentiality

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will follow the Safeguarding policy.

A member of staff cannot promise confidentiality if concerns exist.

Links with Other Policies

This policy is linked with the following policies:

- Equal Opportunities
- PSHE & RE
- Safeguarding

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Children with Special Educational Needs and/or Disabilities

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and Evaluation

The effectiveness of the RSE programme will be monitored and evaluated by the PSHE Coordinator, SLT and the School Nurse annually or as and when legislation changes.

**To be reviewed April 2022
or as and when guidance
changes**