



**St. Mary
Magdalene**
C of E Primary School

Love to learn, learn to love

Relationships, Health and Sex Education (RHE) / PSHE

This document is a statement of the aims and strategies for the teaching and learning of RH(S)E/PSHE at St Mary Magdalene CE Primary School. It will be reviewed on an ongoing basis every 3 years or when any further updates are required.

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Policy

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1 School Values

1.1 OUR SCHOOL MISSION STATEMENT:

As Jesus taught us in the Parable of the Good Samaritan, we value all God's children and enable them to flourish.

1.2 SCHOOL MOTTO: 'Love to learn, learn to love'

1.3 VALUES:

We believe that values are at the heart of our school and are essential if St Mary Magdalene is to be a safe learning environment. Therefore, it is important to clarify the values that are most important to us:

- Love
- Joy
- Wisdom

1.4 Standing Together Six:

Our Learning behaviours (Standing Together Six) are what we believe children should display in school when dealing with challenges. Our discussions with children about their achievement and behaviour will relate to their use of the Standing Together Six:

- Reflective
- Aspiration
- Inquisitive

- Collaboration
- Enthusiasm
- Risk Taker

2. Aims

The aims of relationships, health and sex education (RH(S)E) at our school are to:

- provide a framework in which sensitive discussions can take place;
- prepare pupils for puberty, understanding how their bodies change and the importance of health and hygiene;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- help pupils develop feelings of self-respect, confidence and empathy;
- develop confidence and responsibility and to make the most of pupils' abilities;
- prepare pupils to play an active role as citizens;
- enable pupils to develop a healthy, safer lifestyle;
- encourage pupils to develop good relationships and to respect the differences between people;
- to provide financial education and a grasp of the value of money;
- to promote modern British values across school.

3 Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, 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 RH(S)E/PSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St Mary Magdalene primary school we teach RH(S)E/PSHE as set out in this policy.

3.1 Legislation including statutory regulations and guidance

Documents that inform the school RH(S)E / PSHE policy include:

The Education Act (1996)

Equality Act (2010)

Keeping Children Safe in education: Statutory Safeguarding Guidance (as updated)

The National Curriculum for Science (2015)

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance DfE (2018 and 2020)

Children and Social Work Act (2017)

4. Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
2. Parent– parents were invited to respond to a questionnaire regarding the implementation of the RH(S)E curriculum.
3. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Definition

RH(S)E / PSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, puberty, healthy lifestyles, diversity and personal identity.

RH(S)E/ PSHE involves a combination of sharing information and exploring issues and values.

6. Curriculum

An overview of our RH(S)E curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

7. Delivery of RH(S)E

7.1 Overview of RH(S)E

RH(S)E is taught within the personal, social, health and economic (PSHE) education curriculum as well as regular RHE sessions. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional who will deliver puberty and relationship talks to year 5 and 6. Parents will have a right to withdraw from these sessions.

Relationships and Health education (RHE) focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- families and people who care for me;
- caring friendships;
- respectful relationships;
- online relationships (Internet safety);
- being safe;
- physical health and fitness;
- mental wellbeing;
- healthy eating;
- health and prevention (awareness of harmful substances);
- basic first aid.

For more information about our RH(S)E curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure 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, 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).

7.2 Teaching and Learning

PSHE is embedded within our school ethos and is delivered through many cross curricular and community activities.

Our formal RH(S)E curriculum will be taught on a regular basis, each lesson will have a high level of interaction giving each pupil the opportunity to share and discuss their ideas in a safe environment.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

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8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RH(S)E/PSHE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

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

8.3 designated Safeguarding Lead

The safeguarding lead is responsible for checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.

8.4 RHE / PSHE Lead

The RHE/PSHE lead is responsible for:

- Take a lead in policy development and the production of Schemes of Work designed to ensure progression and continuity throughout the whole school
- Liaise with fellow Co-ordinators
- Support colleagues in their development of RH(S)E and its implementation across the school
- Monitor progress in RH(S)E and advise the Headteacher on any action required
- Keep up-to-date with developments in RH(S)E, attend relevant courses and disseminate information to colleagues as appropriate

8.5 Staff

Staff are responsible for:

- Delivering RH(S)E in a sensitive way
- Modelling positive attitudes to RH(S)E
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/ non-science components of RSE

Staff do not have the right to opt out of teaching RH(S)E. Staff who have concerns about teaching RH(S)E are encouraged to discuss this with the headteacher (Mrs Robinson) or the RH(S)E lead (Miss Rowe).

8.5a Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RHE/PSHE related issues are varied. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RHE/PSHE issues arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

8.6 Pupils

Pupils are expected to engage fully in RH(S)E lessons and, when discussing issues related to RH(S)E, treat others with respect and sensitivity.

8.7 Parents

To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.

9. Parents' right to withdraw

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or taught as part of the Relationships and Health Education. The biological aspects of RH(S)E are taught within the Science curriculum, where there is no parental right to withdraw.

At the end of KS2 school nurses deliver puberty and relationship talks for the children, which parents have the right to withdraw from.

As a school, we would encourage parents with concerns around the content, to contact the school to discuss this further.

10. Training

The RHE /PSHE lead will be responsible for the initial delivery of our RH(S)E curriculum and will indicate any professional development they feel is appropriate. Staff opportunities for development in RH(S)E are often embodied in other CPD opportunities e.g. curriculum courses, safeguarding tutorials and, involvement in establishing school-wide codes for behaviour and is included in our continuing professional development calendar.

11. Safeguarding

All staff are trained in safeguarding (KCSIE 2024). Teachers are aware that effective RHE/ PSHE which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should immediately follow internal safeguarding policies including informing a DSL.

Our school is committed to working towards equality, promoting positive approaches to differences and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need and in line with the Public-sector Duty (as set out in the Protected Characteristics guidance: equality Act 2010). Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of our school. We will ensure that all pupils will receive Relationships and Health Education and we will offer provision appropriate to the particular needs of all our students.

12. Monitoring arrangements

RH(S)E is monitored by the RHE/PSHE Lead and the Senior Management Team (SMT) in the following ways:

- Through a whole-school monitoring\observation programme

- Learning walks

- Pupil conferencing

- Informally via display, assemblies, timetable of annual events and community links

Pupils' development in RH(S)E is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss Rowe every 3 years or when further updates are required. At every review, the policy will be approved by Mrs Robinson and the governors.

Appendix 1 - School Overview of RHE curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Team (Relationships and how to get along with others.) L1 -	Relationships- VIPs (Relationships and others who are important to us.)	Team (Relationships and how to get along with others- how to take responsibility when things go wrong.)	Relationships- VIPs (Relationships and others who are important to us - including anti-bullying.)	Team (Relationships and how to get along with others - including compromise and joint responsibility.)	Relationships- VIPs (Relationships and others who are important to us- who we can <u>trust</u> and making right friendship choices for us.)
Autumn 2	Aiming High (Becoming confident learners.)	Think Positive (Recognising our feelings and know how to deal with 'bad' feelings.)	Aiming High (Being confident learners- Identifying our strengths and what jobs could we aim for?)	Think Positive (Developing how to be in control of our emotions.)	Aiming High (Developing our confidence to achieve anything we aim for in the future.)	Think Positive (Knowing how our thoughts and feelings impact our behaviour and how mindfulness can have a positive impact.
Spring 1	Britain (Respecting similarities and differences within our community and world.)	Respecting Rights (What are our rights and responsibilities - respecting the rights of others'.)	Britain (Understanding British Values.)	Respecting Rights (What are our rights and responsibilities - respecting the rights of others'.)	Britain (British Values and how does local / national government work?)	Respecting Rights (Understanding and respecting human rights.)
Spring 2	Be Yourself (Developing confidence to identify and talk about our feelings.)	Safety First (How we can stay safe at home, outside and online.)	Be Yourself (Developing self-confidence - knowing what we are good at.)	Safety First (Developing our understanding of how we are responsible for our safety including road and online safety.)	Be Yourself (Developing the confidence to be yourself - how to make informed decisions.)	Safety First (Developing our understanding of how we are responsible for our safety including online safety and what to do in an emergency.)
Summer 1	Money Matters (How to look after our money.)	One World (How we can respect similarities and differences with those around us and how we can look after our world.)	Money Matters (Developing understanding of how to handle money as we grow up.)	One World (Understanding climate change and our responsibilities to look after our world.)	Money Matters (Developing understanding of how to handle money as we grow up.)	One World (Understanding climate change and our responsibilities to look after our world.)
Summer 2	It's My Body (How to Keep our bodies clean and healthy.)	Growing Up (How we change as we get older.)	It's My Body (How can we stay healthy, including knowing what's harmful to our bodies)	Growing Up (How our bodies and emotions change as we grow up.)	It's My Body (Knowing what's good / harmful for our bodies and our responsibility in keeping healthy.)	Growing Up (How our bodies and emotions change through puberty.)

Health and Wellbeing

Relationships

Living in the wider world

NB – Summer 2 modules link to the primary Science curriculum.

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Appendix 2: By the end of Primary School pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> 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 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 friendships	<ul style="list-style-type: none"> 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> 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 About different types of bullying (including cyberbullying), 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	<ul style="list-style-type: none"> 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
Being safe	<ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) About the concept of privacy 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

	<ul style="list-style-type: none"> • 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.
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.
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Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Appendix 3 – Information sent to Parents alongside curriculum overview

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body