

# St John's Upper Holloway CE Primary School



## Relationships and Health education policy

June 2022

# St John's C.E. Primary School



## Our Vision

*Jesus said: 'Love each other as I have loved you'. John 15:12*

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

## Our Mission

St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:

- promoting the highest standards of teaching and learning, with excellent leadership
- being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
- providing a rich and stimulating curriculum that will inspire and challenge
- being a happy, healthy and safe place
- providing excellent care, guidance and support with a strong partnership between school, parents and the community.

**We seek to promote six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe these help to prepare our children for a successful and fulfilling life, so being:**

- considerate and respectful with excellent manners
- confident, happy, independent and self-motivated
- co-operative and collaborative
- honest and trustworthy
- resilient, hardworking and determined
- highly principled with moral, spiritual, cultural and social awareness, including shared British Values.

This policy is to be read in conjunction with the following associated documents

Safeguarding and child Protection Policy

Behaviour Policy

Staff code of Conduct

Science Scheme of Work and Policy

Equal Opportunity Policy

Healthy Schools Policy

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to RSE within PSHE.

## **Introduction**

1.1 St John's policy relationship education is based on the DfES document *Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2020)*.

1.2 In the DfES document, relationships education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy'. Relationships education is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Relationships education, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and skills to stay safe both on and offline. It enables pupils to explore their own and others attitudes and values and aims to help build their self-esteem and confidence to positively view their own sexuality.

1.3 St John's school encourages respect of others within a moral, spiritual and cultural context. The school's moral code underpins the policy. The governors employ staff who are Christian or support Christian values.

1.4 Relationships education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting or discriminating against any form of sexual orientation.

## **2 Aims and objectives**

2.1 Relationship education has three main elements enabling pupils to:

- Explore their own and other people's attitudes and values;
- Develop and practise personal and social skills;
- Increase their knowledge and understanding.

St John's school believes that relationships education in this school will be developmental and a foundation for further work in the secondary school. Sex education includes the biological aspects and the personal relationships and feelings involved.

**For teachers**, the policy aims to:

- Devise skills to teach about sexual relationships within the context of personal relationships;
- Support teachers in the classroom identifying where responsibilities lie and the values on which sex education should be based;
- Clarify the content and the manner in which sex education is delivered in school;
- Give a framework for handling sensitive issues.

**For children**, the policy aims for the children to:

- Encourage respect for self and others;
- Counter misleading notions or folk law;

- Make pupils aware of their rights, especially who can touch their bodies;
- Have an understanding of the concepts of relationships;
- Teach about reproduction and the reproductive system using appropriate vocabulary;
- Have an understanding of puberty and the physical and physiological changes;
- Support the personal and social development of all pupils to ensure that they have the ability to accept their own and others sexuality in a positive way;
- Enjoy relations based on mutual respect and responsibility, free from any abuse;
- Instil confidence and absence of embarrassment amongst children, parents and staff when discussing aspects of sexuality.

### 3 Context

3.1 We teach about sex in the context of the school's aims and values framework (see our mission statement and Christian values documents). While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work in school. In particular, we teach about sex in the belief that:

- sex should be taught about in the context of marriage or strong relationships and family life;
- sex education is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to appreciate and be confident in their own bodies;
- children should learn about their responsibilities to others, and be aware of the outcomes of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of consent and respecting other people.

### 4 Sequence for teaching sex education

Sex and relationship education is taught predominantly in PSHE lessons although it is delivered as part of relevant science lessons eg in Year 5, learning about changes to the body as people age, including puberty. As science is part of the national curriculum, parents are not able to withdraw their children from these lessons.

#### 4.1. How is Sex Education taught?

Sex education is taught by introducing ground rules to ensure that a safe and sensible learning environment is upheld. Question boxes are used to enable pupils to ask confidential questions on pieces of paper. Teachers will consider the age and maturity of the pupils when answering these questions and consider how they relate to the intended learning for that class. At St John's Upper Holloway, we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm.

### Key Stage One

#### Year 2

Understanding and respecting differences and similarities between people

Consider gender stereotypes

Learning the biological differences between male and female animals and their role in the life cycle

Learn the biological differences between male and female children

Learn about growing and changing from young to old  
Understand they need to be cared for and consider how we care for others  
Learn about different types of family and how their home life is special

## **Key Stage Two**

### Year 4

Know the physical changes associated with puberty  
Understand everyone's experience of puberty is different and it begins and ends at different times  
How puberty effects emotions and behaviour

### Year 6

Changes that occur throughout puberty, both physical and behavioural/emotional  
Consider different attitudes and values around gender stereotyping and sexuality, including challenging stereotypes and inequality of behaviour or opportunities  
Values that are important in relationships  
Reproduction in the context of the human life-cycle  
Learn how a baby is made and grows (conception and pregnancy)  
Roles and responsibilities of carers and parents  
Be able to answer each other's questions about sex and relationships and seek support or advice when needed  
Additional units – Contraception and HIV

## **5 Organisation**

Co-ordination.

Relationships education will be co-ordinated by the PHSE co-ordinator (Nick Turpin) and where requested, with the assistance of Islington PHSE Primary Advisory Teachers, in close co-operation with the teacher delivering it. The governors' Curriculum and Standards committee has oversight.

Parents

Parents will be informed when sex education lessons are to take place and will be given an outline of what will be taught.

Parents have the right to withdraw their children from all or part of sex education except where this forms part of the National Curriculum (ie science - puberty and changes to the body as we grow older).

Delivery

Through planned, cross curricular teaching  
Through pastoral time  
Through the use of story and carpet time  
Through homework encouraging discussions with parents  
Through a question box – where pupils can post questions anonymously to be shared and discussed as appropriate

## Teaching Methods

Using eclectic teaching styles encouraging discussion and whole class involvement. The children will learn through active involvement as recommended in the health Curriculum document. Single gender groups are used when deemed appropriate and relevant in Key Stage Two when discussing puberty.

## Resources

A range of materials are available in the PPA (Planning, Preparation and Assessment) room; in particular the teachers will follow the supporting relationship and sex education lesson plan booklet for their year group provided by Healthy Schools Islington. Resources are listed in these booklets in addition to resources that are available from the Islington Health Authority and the Education Centres Library.

Who will teach it?

Implementation will take place in Years Two, Four and Six.

## **6 The role of other members of the community**

**6.1** We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on could include local clergy, social workers and youth workers.

## **7 Confidentiality**

7.1 Teachers conduct relationships and sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the Safeguarding Lead (Nick Turpin) about their concerns using the appropriate form. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Safeguarding and Child Protection).

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

8.1 It is the responsibility of the head teacher to ensure that both staff and parents are informed about our relationships education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

8.2 The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

## **9 Monitoring and review**

9.1 The head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy. The policy will be reviewed using feedback from staff and parents. A report will be made to the Governors.

9.2 This policy will be reviewed annually.

Next review: **June 2024**

**Signed by head teacher** \_\_\_\_\_ **date** \_\_\_\_\_

**Signed by chair of CSW committee** \_\_\_\_\_ **date** \_\_\_\_\_

## Appendix 1

### SRE in the curriculum: Learning intentions in the Primary SRE scheme of work within PSHE

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
SRE, Boys and girls and families	Other Areas of PSHE	SRE, Growing up and changing	Other Areas of PSHE	SRE, Healthy relationships How a baby is made	Other Areas of PSHE
<ul style="list-style-type: none"> <li>understand and respect the differences and similarities between people</li> <li>about the biological differences between male and female animals and their role in the life cycle</li> <li>the biological differences between male and female children</li> <li>about growing from old to young and that they are growing and changing</li> <li>that everybody needs to be cared for and ways in which they care for others</li> <li>about different types of family and how their home-life is special</li> </ul>	<p><b>Drug, alcohol and tobacco education</b></p> <p>about what goes onto our bodies and how it can make people feel</p> <p><b>Mental health and emotional well-being</b></p> <p>about being co-operative with others</p> <p><b>Keeping safe and managing behaviour and risk</b></p> <p>about personal safety and who they can talk to</p> <p><b>Identity, society and equality</b></p> <p>about people that are special to them and what they do</p>	<ul style="list-style-type: none"> <li>about the way we grow and change throughout the human lifecycle</li> <li>about the impact of puberty in physical hygiene and strategies for managing this</li> <li>about the physical changes associated with puberty</li> <li>about menstruation and wet dreams</li> <li>how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>strategies to deal with feelings in the context of relationships</li> <li>to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> </ul>	<p><b>Mental health and emotional well being</b></p> <ul style="list-style-type: none"> <li>about similarities and differences between themselves and others</li> <li>about what makes a good friend</li> <li>about dealing with issues that might arise in friendship</li> <li>about different emotions and how to manage these</li> </ul>	<ul style="list-style-type: none"> <li>about the changes that occur during puberty</li> <li>consider different attitudes and values around gender, stereotyping and sexuality; their origin and impact</li> <li>what values are important to them in relationships and to appreciate the importance of friendship in intimate friendships</li> <li>about human reproduction in the context of the human life cycle</li> <li>how a baby is made and grows (conception and pregnancy)</li> <li>about roles and responsibilities of carers and parents</li> <li>to answer each other's questions about sex and relationships with confidence in light of what they have been taught, where to find support and advice when they need it</li> </ul> <p><b>Year 6, HIV and contraception</b></p> <ul style="list-style-type: none"> <li>some myths and misconceptions about HIV and other STIs, who they affect and how they can and cannot be transmitted</li> <li>about how the risk of HIV can be reduced</li> <li>that contraception can be used to stop a baby from being conceived</li> </ul>	<p><b>Mental health and emotional well being</b></p> <ul style="list-style-type: none"> <li>about stereotyping including gender stereotyping</li> <li>about prejudice and discrimination (in relation to homophobia) and how this can make people feel</li> </ul>



## Appendix 2

### Sex and relationships education in the National Curriculum Science programme of study

#### Key Stage 1

##### YEAR ONE

###### Animals, including humans

- 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 TWO

###### Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

#### Upper Key Stage 2

##### YEAR FIVE

###### Living things and their habitats

- Describe the life process of reproduction in some plants and animals  
(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)
- Describe the changes as humans develop to old age  
(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)  
*See appendix 3 Joint briefing by the Association of Science Education and PSHE Education*

## Appendix 3

### Teaching about puberty

#### Joint briefing by the Association of Science Education and the PSHE Association

This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all children learn about puberty.

Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED. As Janet Palmer HMI (OFSTED's PSHE lead) has said:

*"If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes."*

*"Inspectors leading Section 5 inspections have been guided to grade behaviour and safety separately and to take whichever is the lowest grade as the overall grade for the Behaviour and Safety strand of the Section 5 inspection framework; and if Behaviour and Safety are judged to require improvement this is likely to affect the grade for overall effectiveness."*

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the latest time in the school curriculum when this should be addressed. Schools that choose to teach about puberty earlier, for example in Year 4, have the flexibility to do so, as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework.

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Sex and Relationships Education (SRE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in SRE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from SRE but explicitly states that this right only applies to those topics which fall outside the National Curriculum.

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that:

*“Pupils should be taught to describe the changes as humans develop to old age”*

This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states:

*“Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty.”*

It is clear, therefore, that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parental right to withdraw children from this part of the school curriculum does not fall within this remit.

## **Appendix 4**

### **Female Genital Mutilation - FGM**

#### **Definition of FGM**

“Female Genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons.”

World Health Organisation 1997

“Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. “

Department for Education: Keeping Children Safe in Education April 2014

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. It is a violation of the child's right to life and their bodily integrity as well as their right to health. It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place can be punished by fines or up to 14 years in prison.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent in the Middle East and Asia. It is not a religious requirement and there are no health benefits. It is a cultural practice.

Communities particularly affected in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Pakistan, Indonesia and Afghanistan; particularly first generation immigrants, refugees and asylum seekers.

This procedure often takes place in the summer, using the school holidays to recover (recovery takes 6 – 9 weeks.) It is important to be alert when a girl from a high risk group is absent from school for a long period or when a family request an 'authorised absence' just before a school holiday.

Children might also be talking about a special ceremony or a special holiday abroad.

Signs that FGM may have taken place include:

- difficulty walking, standing or sitting
- spending much longer times in the toilets
- unusual behaviour after a long absence
- not wanting to participate in PE or other physical play/activities
- acutely painful menstrual cycles
- asking for help or being anxious but not able to be explicit due to embarrassment or fear

All schools should keep their pupils safe from harm through safeguarding procedures and educating every pupil about their responsibility to care for their bodies and protect themselves from physical and emotional harm. They have a duty to report concerns about girls at risk from FGM or when they know that FGM might already have been performed.

Lessons in PSHE and sex and relationships education can give pupils information, learn personal and life skills and explore attitudes and values around protecting themselves and others from abuse, including FGM.

NSPCC FGM helpline: 0800 028 3550

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)