



# St Michael's C of E Infant School

## Relationships, and Sex School education, and Health Education Policy

**Approved by: FGB**

**Date: April 2021**

**Following staff and  
parent consultation.**

**Last reviewed on:**

**September 2021**

**Next review due by:**

**Sept 2024 (or before if  
necessary)**

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationship issues
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. St Michael's Values

Our school's ethos and values relate to RSE.

Our school vision is 'A small school with a big heart'

As a Church school with a strong Christian ethos, we are committed to doing the best for all of the children in our care, making everyone feel included and valued.

We have worked with members of our community to choose 6 Christian based values that will help guide us to be the best we can be in our everyday lives:



These values will form the foundation of our choices as adults and we will take the time to learn more about what they mean and question what they might look like in our community and beyond, making sure this is understood by children and relevant to them.

## 2. Statutory requirements

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

The school's Child Protection and Safeguarding policy (September 2021) and Equality policy outline our approach to these important areas. In addition, we also teach children the appreciate requirements within the science curriculum. (**Year 1:** to 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 find out about and describe the basic needs of animals, including humans, for survival (water, food and air, describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene).

At St Michael's C of E Infant School we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were invited to give feedback about the proposed policy
4. Pupil consultation with our School council – we shared and discussed our aims and curriculum at an age and stage appropriate level
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

In Key Stage 1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

The focus in our school 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.

RSE involves a combination of sharing information, and exploring issues and values.

## 5. Curriculum

Our 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, pupils 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.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

➤ Caring friendships

Values (Friendship, Compassion, Forgiveness) Bee rules

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- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>➤ Respectful relationships</li> <li>➤ Online relationships</li> <li>➤ Being safe</li> </ul> | <p>Values (Forgiveness, Compassion, Thankfulness) Bee rules (be respectful)</p> <p>Annual On-line safety week</p> <p>On-line safety week, Bee rule (be safe), Road safety, Forest School, Science)</p> |
|--|--|

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, LGBT 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.

The delivery and content of RSE will be made accessible to all pupils including those with special educational needs and disabilities (SEND).

For more information about our RSE curriculum, see Appendices 1 and 2.

## 7. Roles and responsibilities

### 7.1 The governing board

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

The governing board has delegated the approval of this policy to the headteacher.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8). This is not expected at the infant stage.

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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

It is the role of the class teachers to teach RSE at St. Michael's, but sometimes our PPA teaching assistant may teach it (the class teacher would provide the planning if this does take place.)

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

## **9. Training**

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

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

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE leader and Head of School through pupil discussions, drop-in and formal observations, staff discussions.

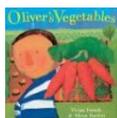
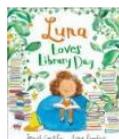
This policy will be reviewed by the Headteacher every 3 years. At every review, the policy will be approved by the governing body.

Included in the plan are the books contained in ‘The Story project’ work for each year group. Detailed learning objectives are available in this planning for every book at the appropriate level. This overview planning includes the main objectives only. Details at the end of this scheme. We have ensured that the RSE statutory guidance content that is applicable to infant children (2020) is covered within this scheme. We are liaising with our junior feeders to make sure our offer complements theirs.

	Autumn Term Values = Friendship and Thankfulness	Spring Term Values = Patience and Trust	Summer Term Values = Forgiveness and Hope
Early years	<p><b>Anti-Bullying Week W</b> (November date TBC each year)</p> <p><b>School Bee Rules</b></p> <p><b>Remembrance – W</b> (Prayer Space) and worships. Poppy stones.</p> <p><b>NSPCC W</b> - Pantosaurus resources The Pant Rule <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a></p> <p>Privates are private. Remember, your body belongs to you. No means no.</p> <p>Talk about secrets that upset you. Speak up someone can help</p> <p>PSED – I can talk about my own and others, its consequences, and know that some 'behaviour is unacceptable</p> <p>MR – I can form positive relationships with others.</p>	<p><b>Young Carer Action</b> (renamed from Awareness) Day (March) W</p> <p><a href="https://carers.org/young-carers-awareness-day/introduction">https://carers.org/young-carers-awareness-day/introduction</a></p> <p><b>Staying Safe: On-line safety week W</b> (Feb date TBC each year)</p> <p><a href="https://www.saferinternet.org.uk/safer-internet-day/2021">https://www.saferinternet.org.uk/safer-internet-day/2021</a></p> 	<p><b>Feeling Good Week (Surrey CC) W</b></p> <p>Annual theme chosen by Surrey LA</p>

### Recognising and naming emotions

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way.



*SP - I know who is in my family, why they are important to me and why love and stability matter in a family*

*I can say goodbye easily to my parent carer.*

*I understand the feeling calm.*

*SP - I understand what the word healthy means, can name some healthy foods and know that drinking water and exercising keep me healthy.*

*I can explain how to look after plants and animals.*

### Making emergency Calls

Children understand what an emergency is and how to make an emergency call

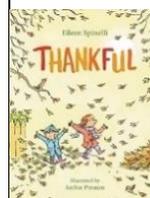
### Looking after myself

They can explain ways of keeping clean (for example by washing their hands keeping their hair tidy) and they can name the main parts of the body.

They are familiar with the 'Catch It, Bin It, Kill It' campaign and how important it is to kill germs and avoid spreading disease. They understand the 'Be Safe' school rule

### Recognising and naming emotions

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way.



*I can talk about the things I am thankful for.*



*SP - I know what is good about the world and can tell you things I love in it.*

*I am proud of my school and want to make it a good place (Bee rules).*

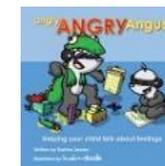
*I understand how important it is to look after my spaces and the world.*

### Recognising and naming emotions

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way.

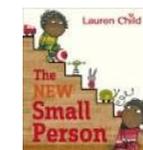


*SP - I know and can express the feelings happy and sad, what makes me feel this way and how I can manage negative emotions.*



*SP - I understand feeling angry and how I can calm myself when I am.*

*I understand the difference between feelings and actions.*

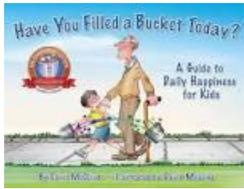


*I understand how to have kind hands.*

*SP - I have discussed pregnancy and know how to care for a human baby.*

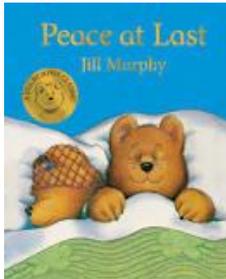
*I know who to talk to if I am worried.*

<p><b>Year 1</b></p>	<p><b>School Bee Rules (revisit)</b></p> <p><b>Anti-Bullying Week W (November date TBC each year)</b></p> <p><b>NSPCC ‘Stay Safe Speak Out’ -KS1 Year 1 W</b></p> <p>Review and recap and further explore</p> <p><b>PSHE core theme 1: Health and Wellbeing:</b> Pupils learn ways of keeping physically and emotionally safe / how to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p><b>PSHE core theme 2: Relationships</b> Pupils learn: how to recognise risky or negative relationships including all forms of bullying and abuse / how to respond to risky or negative relationships and ask for help.</p> <p><b>Remembrance – W (Prayer Space) Poppy Appeal</b></p>	<p><b>Young Carer Action</b> (renamed from Awareness) Day (March) W</p> <p><a href="https://carers.org/young-carers-awareness-day/introduction">https://carers.org/young-carers-awareness-day/introduction</a></p> <p><b>Staying Safe: On-line safety week W (Feb date TBC each year)</b></p> <p><a href="https://www.saferinternet.org.uk/safer-internet-day/2021">https://www.saferinternet.org.uk/safer-internet-day/2021</a></p>  <p><i>SP - I know the benefits of going on-line.</i></p> <p><i>I know how to recognise the risks and, harmful content and contact.</i></p> <p><i>I know the principles for keeping safe on-line.</i></p> <p><i>I how to report any problems have on-line.</i></p>	<p><b>Feeling Good Week (Surrey CC)</b></p> <p>Annual theme chosen by Surrey LA</p>
	<p><b>Recognising and naming emotions</b></p> <p>Children can identify and name a wider range of feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some them using strategies they have been taught.</p>	<p><b>Recognising and naming emotions</b></p> <p>Children can identify and name a wider range of feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage them using strategies they have been taught.</p>	<p><b>Recognising and naming emotions</b></p> <p>Children can identify and name a wider range of feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage them using strategies they have been taught.</p>



SP - I know that happiness is important to me and to others and that I can help to make myself and others happy through small acts of kindness.

I have ways of stopping myself making poor choices that affect me and others.



SP - I know how important peace is in my life, our school and the world.

I know how to be a peace maker. (Value linked)

I know how important it is to get enough sleep.

I know how to help myself feel just right if I am fidgety (Link to alert levels)

I understand the importance of permission seeking.

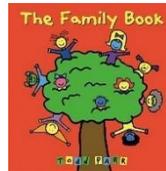
### Unicef Rights and Responsibilities Introduction:

I understand that as a child I have rights and also these are balanced with my matching responsibilities.

### Looking after myself

They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy)

They are familiar with the 'Catch It, Bin It, Kill It' campaign and how important it is to kill germs and avoid spreading disease.



SP - I understand that families are different but they all deserve respect and should be valued.

I know how people choose and make friends.

I know games to play with my friends.

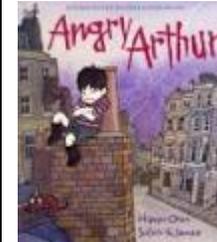


SP - I know what make me me and can celebrate my strengths.

I can teach somebody something I am good at.

I understand how I can persevere.

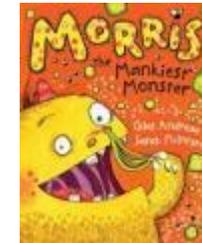
I know how to stay safe on the roads and on-line.



I know how to judge what I am feeling and know if I am making good choices.

I understand that there are levels of emotions and can use the 5-point scale to help me.

I know how to calm myself down.



I can describe healthy choices and understand what will happen to me and others if we do not have a healthy lifestyle.

### Young carers Focus unit:

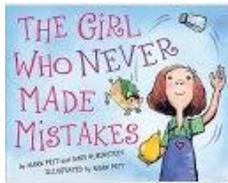
What is a Young carer? Look at case studies (from school if possible) for a range of categories. 'A Day in the Life of...'

### Staying Safe: Road Safety

Children can describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).

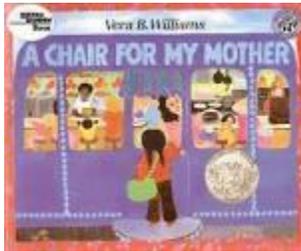
Mrs Moon (Lollipop Lady) to give safety talk to all children using road safety markings in outdoor area.

<p><b>Year 2</b></p>	<p style="text-align: center;"><b>School Bee Rules (revisit)</b></p> <p style="text-align: center;"><b>Anti-Bullying Week W</b>(November date TBC every year)</p> <p style="text-align: center;"><b>‘Stay Safe Speak Out’ NSPCC – KS1 Year 2 W</b></p> <p style="text-align: center;">Review and recap and further explore</p> <p><b>PSHE core theme 1: Health and Wellbeing:</b> Pupils learn ways of keeping physically and emotionally safe / how to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p><b>PSHE core theme 2: Relationships</b> Pupils learn: how to recognise risky or negative relationships including all forms of bullying and abuse / how to respond to risky or negative relationships and ask for help.</p> <p style="text-align: center;"><b>Remembrance – W (Prayer Space)Memorial Service</b></p>	<p><b>Young Carer Action</b> (renamed from Awareness) Day (March) W</p> <p><a href="https://carers.org/young-carers-awareness-day/introduction">https://carers.org/young-carers-awareness-day/introduction</a></p> <p><b>Staying Safe : On-line safety week W (Feb date TBC each year)</b></p> <p><a href="https://www.saferinternet.org.uk/safer-internet-day/2021">https://www.saferinternet.org.uk/safer-internet-day/2021</a></p>  <p>SP - I know the benefits of going on-line.</p> <p>I know how to recognise the risks and, harmful content and contact.</p> <p>I know the principles for keeping safe on-line.</p> <p>I how to report any problems have on-line.</p>	<p style="text-align: center;"><b>‘Feeling Good’ Week (Surrey CC)</b></p> <p style="text-align: center;">Annual theme chosen by Surrey LA</p>
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*SP - I understand that mistakes are part of learning.  
I can reflect and learn from my experiences.  
I understand the importance of self-respect and self-kindness and how this is linked to my happiness.  
I understand perseverance and how to do it..*

SP -



*I know about fire safety.  
I have strategies for dealing with change and loss.  
I understand communities and what communities I am part of.  
I understand the concept of saving and spending money. I can tell you what I would like to save money for.  
I understand that money comes from different sources and that most*

*people make money through a job.*

### Looking after myself

They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy)

They are familiar with the 'Catch It, Bin It, Kill It' campaign and how important it is to kill germs and avoid spreading disease.

### 'Going for Gold'

Children can set themselves achievable simple goals and feel a sense of pride and satisfaction when they reach them. They also learn to deal with the feelings of disappointment if they are not able to achieve them.

Unicef Rights and Responsibilities approach further develop

### Understanding mental health:

Wheel of well-being

Children explore the factors that contribute to good mental health through the sectors of the wheel of well-being



### 'Good to be different'

Children understand to embrace and celebrate difference in all forms.



### Staying Safe

Medicines

Children can talk about the harmful aspects of some household products and medicines



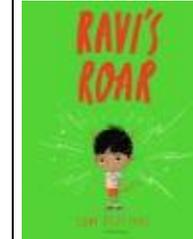
*I can say the names of the different parts of the body (including external genitalia) and the difference between boys and girls.  
I know that pants are private and why.*

*I can judge what type of physical contact is acceptable/comfortable and how to respond.*

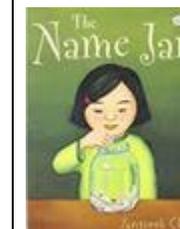
*I know what to do if I feel unsafe.*

*I understand the difference between secrets and nice surprises and the importance of not keeping secret that makes me feel uncomfortable or afraid.*

### Recognising and naming emotions

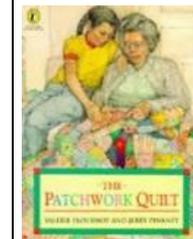


*I understand that having negative emotions is normal and does not make me a bad person.  
I can explain what is fair/unfair, right/wrong, kind/unkind.  
I can identify and respect what is similar and different between me and my friends.*



*I understand the importance of my name and cultural identity.*

*I know what it means to be unique and why it is good to be different.  
I understand how it feels to start somewhere new and know how to make others feel welcome.*

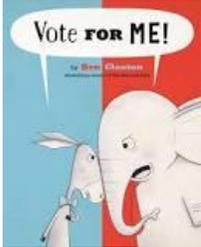


### Dementia Friendly work

Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell). They can explain that people grow from young to old and some of the changes that take place relating to dementia **Link to**

**Young carers.**

<https://carers.org/resources/all-resources/16-an-activity-project-for-carers-of-people-with-dementia>

			 <p><b>British values and School Values</b></p> <p>Children can explore the values in greater depth and understand why they are important in our school and British society.</p> <p><i>I understand what democracy means and how my school is democratic.</i></p> <p><i>I can take part in a class vote.</i></p> <p>Linked to voting for 'Stand Up Stand Out' champions</p>
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## Additional books from the Literacy Project that may be used

### THE STORY PROJECT

#### The Challenge

The mental health foundation recently estimated that 2 in 3 people will experience a mental health problem in their lifetime and 50% of mental health problems first appear before the age of 14. The number of children struggling emotionally is increasing with 90% of headteachers reporting a decline in children's wellbeing over the last 5 years. Children growing up in the low socioeconomic areas are particularly vulnerable as they are 3 times more likely to suffer from a mental health problem. Poor mental health affects young people's academic results, but in recent research headteachers admitted that the importance of hitting attainment targets was so great, that there is limited capacity for wellbeing interventions.

#### Our Solution

The Story Project has developed a programme that integrate the development of literacy skills and wellbeing, so that primary and secondary schools can support children and young people's academic and emotional growth at the same time.

#### How do we do this?

The Story Project does this through three stages.

- 1: A curriculum for wellbeing:** The Story Project provides teachers and children with a clear outline of the skills that are needed to have a good level of wellbeing. These skills cover all the government statutory requirements and have been written with input from teachers and children.
- 2: Stories:** Each skill is matched to a fiction book or extract from a book, so the teacher has a direct example of a character who is experiencing the wellbeing issue. In primary school these are carefully chosen, popular picture books and at secondary school these are texts that are part of the GCSE or KS3 syllabus.
- 3: Catalogue of resources:** Finally teachers are provided with resources to accompany each skill and text. The resources follow the unique **STORY** structure, that ensures each lesson includes a mindful **Settling** activity, emotional vocabulary **Training**, a clear **Objective**, a carefully chosen story/ passage to **Read** and then an activity and opportunity to reflect on 'how does this story relates to You?'

The whole project has been devised from researching the best international practice in this field. This research was funded by the Winston Churchill Memorial Trust and a report on the findings can be found [here](#).

Each teacher that takes part in The Story Project attends training to ensure they understand these three stages and the benefits of teaching wellbeing skills alongside literacy skills.

### **By the end of primary school: 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.
- 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**

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.

### **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. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- 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**

Pupils should know

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- 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**

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 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

