

RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY

This policy covers all pupils including the Early Years Foundation Stage (EYFS)

INTRODUCTION

As stated in guidance from the Department for Education (Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE June 2019), Relationships Education is compulsory for all pupils receiving primary education. Health Education is not compulsory as a new subject in independent schools, but Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. Therefore, at St David's we are incorporating the Government's guidance for Health Education into our PSHE planning. Sex Education is not compulsory for primary age pupils, but the DfE continues to recommend that all primary schools have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. Please see below for more detail about the provision we offer at St David's.

As a school we recognise that high quality and age-appropriate teaching of these subjects helps to prepare pupils for the opportunities, responsibilities and experiences of adult life in British society (Part 1 of the Schedule to the Education (Independent School Standards) Regulations 2022) and also promotes the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society (Part 2 of the Schedule).

The Aims of Relationships, Health and Sex Education (RHSE)

Through our Personal, Social, Health and Economic Education (PSHE) programme, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, safe, healthy, independent lives and to become informed, active and responsible citizens. In providing pupils with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships, Health and Sex Education to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RHSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims at St David's are to:

- Provide a consistent standard of Relationships, Health and Sex Education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach senior school age, are well equipped and on an equal footing, to deal with the continuing RSE curriculum within a secondary school environment.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.

Expectations at St David's

The above aims are underpinned by the ethos and values of our school. All staff recognise that since RHSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground.

Staff understand they have a responsibility to work as a whole school community to implement this policy and promote the aims of the school at any time they are dealing with pupils.

Every member of staff at St David's knows they have an important role to play in modelling positive behaviours. Staff are very aware that when pupils understand healthy relationships, acceptable behaviour and the right of everyone to equal treatment this helps to ensure that pupils treat each other well and go on to become respectful and kind adults who make a meaningful contribution to society.

As part of a whole-school approach, we aim to foster healthy and respectful child-to-child communication and behaviour between boys and girls, and to provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic. Staff actively address issues such as sexism, racism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated. When appropriate it is made very clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any occurrences are identified and tackled according to the procedures in the Safeguarding (including Child Protection) Policy. (Please also see the Anti-Bullying, Equality, Pastoral Care and Positive Behaviour policies)

The PSHE programme is co-ordinated by the Deputy Head Teacher (who is responsible for PSHE) but all staff are responsible for:

- Delivering RHSE sensitively
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of Sex Education.

Staff do not have the right to opt out of teaching RHSE and are trained on the delivery of RHSE in our continuing professional development calendar. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Deputy Head.

All pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.

Delivery of Relationships, Health and Sex Education

At St David's much of the compulsory content of Relationships and Health Education is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum following the Jigsaw scheme of work. In these Jigsaw lessons core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced, age and developmentally appropriate way. It is taught sensitively and inclusively, usually by the Form teacher who is most aware of the backgrounds and beliefs of the pupils.

Most of the Relationships and Health Education content is taught within three Jigsaw Units: Healthy Me, Relationships and Changing Me. However, the content of these subjects is also set in the context of our wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. They are inherent in our day-to-day life at St David's, our expectations of the pupils, the St David's Way, food choices at lunchtime and many of our policies. Consequently, some aspects are also addressed during assemblies, Form time and other extra-curricular activities. (Please see our Positive Behaviour, Anti-bullying, Healthy Eating, Pastoral Care, Equality and Collective Worship and Assembly Policies).

Sex Education is only taught as part of the Living and Growing Course in Form 6.

The curriculum has been developed taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers and teaching assistants respond in an age appropriate manner so that pupils are fully informed and do not seek answers online. (Please see Dealing with Sensitive Issues and Answering Difficult Questions below)

More detailed information about the Government guidance and the content of our Relationships, Health and Sex Education curriculum is in our PSHE Policy and the appendices to this policy:

Appendix 1: Relationships Education

Appendix 2: Health Education (Physical Health and Mental Wellbeing)

Appendix 3: Sex Education and the Living and Growing Course

Appendix 4: Relationships, Health and Sex Education/Jigsaw Curriculum Map

Links to Other Subjects

Some of the content in Relationships and Health Education is linked to other subjects such as Science, ICT and PE. When this is the case, the content is carefully planned to ensure that Relationships and Health Education lessons complement, and do not duplicate, content covered in these other areas. For example, the national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives. Health Education complements what is taught in PE by developing core knowledge and broader understanding that enables pupils to lead healthy, active lives.

At Key Stages 1 and 2, the national curriculum for Science includes teaching about the biological facts relating to parts of the body, human growth, life cycles, puberty, reproduction and ageing.

The national curriculum for Computing (ICT) aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

For more information please refer to the individual subject policies.

Links to Character Education

The content of Relationships and Health Education supports the wider work of our school in helping to foster pupil wellbeing and develop resilience and character. We know these attributes are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to persevere and stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to respond calmly and rationally when they encounter setbacks and challenging periods in their lives.

Alongside understanding the importance of self-respect and self-worth, a growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits. Our pupils are therefore encouraged to develop positive personal attributes (sometimes referred to as 'virtues') including honesty, integrity, tolerance, courtesy, courage, humility, kindness, generosity, trustworthiness and a sense of justice (please see the PSHE Policy). These character traits are often recognised and celebrated in weekly Celebration Assemblies and the staff plan opportunities for the development of these traits in pupils (e.g. enrichment days, group work, charity work/collections, social awareness, extra-curricular visits and residential etc.)

Language and Terminology

At St David's we recognise that Relationships, Health and Sex Education have a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships.

Children from Form 1 upwards learn the correct biological/medical names for the genitalia and reproductive organs. Having the language to describe private parts of their body (and knowing how to seek help if they are abused) are vital for safeguarding. Being open and honest about the words for genitalia also supports girls at risk of female genital mutilation (FGM). We therefore expect all adults teaching Relationships, Health and Sex Education to model use of this type of vocabulary.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice is established in our Relationships, Health and Sex Education/PSHE programme and this has benefits for the whole school community – both in and out of lessons.

Equal Opportunities

The ethos of the school promotes a commitment that all pupils will have the same opportunities to benefit from the relevant resources and teaching methods regardless of age, sex, race, disability, religion or belief, gender reassignment, sexual orientation and all other 'protected characteristics' (see The Equality Act 2010 and Equality Policy).

In teaching Relationships Education, Health and Sex Education we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Staff are mindful of the implications of the Equality Act (2010), in particular in relation to religious beliefs, special educational needs and disabilities and the needs of lesbian, gay, bi-sexual and transgender (LGBT) pupils.

All teaching is sensitive and age-appropriate in approach and content. We educate pupils about relationships and diversity in the world they live in. It is important that pupils know that different families and individuals exist and are respected under the law. We have appropriate resources within school to reflect this.

Pupils with Special Educational Needs and Disabilities (SEND)

All staff are aware that Relationships, Health and Sex Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities (SEND). High quality teaching that is differentiated and personalised is the starting point to ensure accessibility.

Staff are also aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships, Health and Sex Education can also be particularly important subjects for some pupils; for example, those with social, emotional and mental health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects. (Please see the Special Educational Needs and Disability Policy)

Working with Parents and Carers

At St David's we recognise that the role of parents and carers in the development of their children's understanding about relationships and health is vital. Parents and carers are the prime educators for children on many of these matters. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Our role as a school is to complement and reinforce this role.

We work closely with parents and carers when planning and delivering these subjects. The half termly newsletters communicate what will be taught in each class in Jigsaw lessons, and the PSHE Policy is displayed on the school website. Parents and carers are informed (by email) about lessons on puberty (Science and Health Education) and the content of Sex Education prior to the work being taught and they are invited to come into school and see the resources being used (please see Appendix 3).

Parent information meetings are held when deemed appropriate on topical issues such as 'Internet safety', 'Anti-bullying', 'Young people, drugs and alcohol' and 'Developing a Growth Mindset'.

Working with external agencies

The school is aware that working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, staff are responsible for ensuring that they check the visitor or visiting organisation's credentials and that the teaching delivered by the visitor fits with the planned programme and this policy. Prior to the visit, staff discuss the detail of how the visitor will deliver their sessions and ensure that the content and resources are age-appropriate and accessible for the pupils. All visitors are made aware of confidentiality and safeguarding procedures within the school. (Please see the Safeguarding (including Child Protection) Policy and the Confidentiality Policy)

Child Protection Procedure/Confidentiality

Teachers at St David's conduct RHSE lessons in a sensitive manner. If any questions raise safeguarding concerns, or if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Safeguarding (including Child Protection) Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the Designated Safeguarding Lead (DSL) as a matter of urgency. Disclosure of female genital mutilation must be reported directly to the police (either by the individual person to whom it is disclosed or by the individual professional who becomes aware of the case.)

Legally, the school cannot offer or guarantee absolute confidentiality. St David's aims to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents to provide support.

Dealing with Sensitive Issues and Answering Difficult Questions

Within all Relationships, Health and Sex Education lessons issues which arise both formally and informally from pupils' questions are discussed according to the age and maturity of the pupil(s) concerned. Teachers usually answer children's direct questions honestly and sensitively in an age-appropriate way. However, some questions are not always answered directly and may be addressed individually later, or the child may be requested to address the question to a family member. If children

are signposted back to their parents, the teacher will contact the parents to give a context to the conversations that have been held in class.

At St David's we are aware that views around Relationships, Health and Sex Education related issues are varied. However, while personal views are respected, all Relationships, Health and Sex Education issues are taught without bias. Topics are presented providing balanced information which take into account the different faiths' views and avoid any negative impressions. Pupils are encouraged to form their own, informed opinions but also respect others that may have a different opinion.

Staff do not enter into discussions about personal issues and lifestyles.

Right to be excused from Sex Education (commonly referred to as the right to withdraw)

Please also see Appendix 3: Sex Education and the Living and Growing Course.

Parents/carers are advised that they have the legal right to withdraw their children from all or part of the non-statutory components of Sex Education provided at school, with exception of the biological aspects included in the Science National Curriculum. Nevertheless, parents are very much encouraged to allow their child to participate.

Those parents/carers wishing to exercise this right are initially invited to meet the PSHE Leader who will explore, and attempt to address, any concerns they may have. After that discussion, if the parents still wish to withdraw their child, a meeting is arranged with the Head Teacher who will discuss their request to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher will point out the benefits of receiving this education and any detrimental effects that withdrawal might have on the child. This meeting will be documented.

The Head Teacher will grant a request to withdraw a pupil from any Sex Education, other than as part of the Science curriculum.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class where they will receive appropriate, purposeful education during the period of withdrawal. Once a child has been withdrawn, they cannot take part in Sex Education until the request for withdrawal has been removed. The Deputy Head keeps a register of any pupils who are withdrawn from lessons.

Parents do not have the right to withdraw their child from Relationships Education, Health Education or the Science Curriculum.

The Role of the PSHE Leader

The PSHE leader is responsible for co-ordinating the teaching of Relationships, Health and Sex Education. They support teachers in their delivery, ensure all resources are readily available and regularly monitor the delivery of the subject. They are also responsible for collecting, analysing and acting on feedback from pupils and parents.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that Governors and parents are informed about the Relationships, Health and Sex Education Policy, and to liaise with the staff responsible to ensure that the policy is implemented effectively.

The Role of Governors

As well as fulfilling their legal obligations to ensure that every registered pupil at St David's is provided with Relationships Education, the school Governors also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Monitoring the Provision of Relationships, Health and Sex Education at St David's

The implementation of this Relationships, Health and Sex Education Policy is monitored by the Head Teacher and the Deputy Head.

The delivery of RHSE is monitored by the PSHE Leader/Deputy Head. This may take place through:

- Learning walks/drop-ins
- Book scrutiny
- Observations
- Pupil Voice Groups

Pupils' development in RHSE is monitored by Form Teachers, who are required to comment on progress in PSHE in pupils' reports. This should be supported largely through pupil self-assessment at the end of each lesson/unit.

The Relationships, Health and Sex Education Policy has been written in consultation with the staff, pupils, parents and Governors of St David's School. It is available on the school website.

The Policy and RHSE/PSHE curriculum are reviewed yearly taking into account the age, needs and feelings of pupils. In order to ensure it meets the needs of all pupils, regular feedback is requested from staff, pupils (via pupil voice groups/questionnaires/Form 6 evaluation) and parents (via questionnaires /yearly consultation period).

The policy is shared with the Governing Body and reviewed every year. Regard will be given to any changes in guidance arising from the Department for Education in the interim period.

This policy is in compliance with the current version of 'Keeping Children Safe in Education' (DfE) and is to be read in conjunction with the following related policies:

Anti-bullying	ICT, PE and Science
Collective Worship and Assembly	Pastoral Care
Confidentiality	PSHE
Curriculum Policy Statement	Safeguarding (including Child Protection)
Equality	Special Educational Needs and Disability
E-Safety	Transition
Healthy Eating	All Early Years Policies

Policy reviewed by	B Rogers	March 2025
Reviewed and approved by	SLT	March 2025
Consultation with parents		2nd – 25th April 2025
Reviewed and approved by	St David's Sub Committee	May 2025
Next Review (every year)		May 2026

APPENDIX 1: RELATIONSHIPS EDUCATION

The focus of Relationships Education 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 including online. It is not about the promotion of sexual activity.

Relationships Education starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the Early Years Foundation Stage (EYFS) onwards, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. As they get older pupils learn about establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. These are the forerunners of teaching about consent, which takes place at a later stage in secondary school.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Throughout the school, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This also helps them to recognise any less positive relationships when they encounter them.

Staff at St David's are very aware that teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures. Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, and to reflect sensitively that some children may have a different structure of support around them e.g. looked after children or young carers.

The principles of positive relationships also apply online especially as, by the time they start primary school, many children are already using the internet. Within ICT and PSHE lessons (as part of Relationships Education) staff address online safety and appropriate behaviour in a way that is relevant to pupils' lives. This includes content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. (Please also see the Computing and E-safety policies.)

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing (see Health Education below).

Through Relationships Education (and Health Education) we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This supports the safeguarding of children. We teach pupils about boundaries and privacy, ensuring they understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils learn how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. (Please see the Safeguarding (including Child Protection) Policy)

By the time pupils leave St David's at the end of Year 6 Government guidance states they should know the following:

Families and people who care for 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.
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	<ul style="list-style-type: none"> • 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.
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.

APPENDIX 2: HEALTH EDUCATION (Physical Health and Mental Wellbeing)

The focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers are aware that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This enables pupils to articulate how they are feeling, to develop the language to talk about their bodies, health and emotions and to judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils are also taught the benefits of hobbies, interests and participation in their own communities. This teaching makes it clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In all years from Reception to Year 6 pupils are taught why social media, computer games and online gaming have age restrictions and they are equipped to manage common difficulties encountered online.

This firm foundation in the benefits and characteristics of good health and wellbeing enables teachers in Key Stage 2 to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Menstruation

Puberty (including menstruation) is covered in the compulsory Health Education and Science curriculum. At St David's we teach it in Year 5 and also as part of the 'Living and Growing Course' in Year 6. For more detail please see Appendix 3. Government guidance states it should, as far as possible, be addressed before onset. This ensures both male and female pupils are prepared for changes they and their peers will experience.

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils are taught key facts about the menstrual cycle including what is an average period, and the implications for emotional and physical health. Girls are shown a range of menstrual products. In addition to this curriculum content, we have arrangements in place should girls need to manage menstruation, including requesting menstrual products.

By the time pupils leave St David's at the end of Year 6 Government guidance states they should know the following:

Mental wellbeing	<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.• 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.
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	<ul style="list-style-type: none"> • 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 health issues. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<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.
Physical health and fitness	<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	<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	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

APPENDIX 3: SEX EDUCATION AND THE LIVING AND GROWING COURSE

As stated earlier, much of what the children learn about the human body is taught within the Science National Curriculum which teaches about the biological facts relating to parts of the body, human growth, life cycles, puberty, reproduction and ageing.

Form 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically in the Science curriculum, at St David's we feel it is important that pupils are taught the names of the external genitalia and know the differences between boys and girls (please see Language and Terminology above).

In Form 5 pupils learn about 'the changes that happen as humans develop to old age' (including those experienced in puberty) and reproduction in some plants and animals. The whole class watch one programme together about puberty in boys and girls and then do some follow-up work.

To accompany the Science curriculum and the compulsory content of Relationships and Health Education (which includes teaching about puberty – see Health Education above), at St David's we deliver some additional content on Sex Education which form part of two lessons of the 'Living and Growing Course' taught in Form 6.

We do this because we feel it is important for pupils to have a basic understanding of the social and emotional aspects of human reproduction before they leave primary school, so ensuring they are better prepared for transition to secondary school (where Sex Education is compulsory). It also supports their personal and social development as they grow into young adults.

We feel the lessons delivered meet the needs of our pupils and are age appropriate for them. Indeed, the Government guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE June 2019)) 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

The guidance also states that 'it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively'. A Sex Education programme 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

The Living and Growing Course (Form 6)

As part of the unique Form 6 curriculum that has been developed at St David's in order to prepare pupils for transition to secondary school, the pupils complete an 8 week course which is a combination of Relationships, Health, Science and Sex Education. It is entitled 'Living and Growing' and is led by the Deputy Head Teacher and the Form Teacher. The course is taught to Form 6 as a whole class, but single-sex groups meet together (with a member of staff of the same sex) for further discussion after two programmes on puberty. (Girls from Form 5 also meet with the Form 6 girls to discuss periods and the use of sanitary products in more detail at this stage. They are also given a booklet to take home.)

At the beginning of the course the following ground rules are established to help create and maintain a safe and relaxed learning environment:

1. **G**igging is ok!
2. **R**espect what others say – no put-downs
3. **O**kay to pass on a question or activity if something feels too private
4. **U**nderstand other's feelings, be sensitive, listen and respect their differences
5. **N**o personal questions or stories from pupils or teachers
6. **D**iscuss puberty topics responsibly outside the classroom
7. **R**emember to ask questions if you are unsure about anything
8. **U**se the correct name for body parts – ask if you cannot remember
9. **L**et the teacher know if you want to speak to them privately
10. **E**ncourage others to participate and get involved
11. **S**peak for yourself; use 'I' statements and don't refer to others by name or by pointing

The content of the 'Living and Growing' course is structured in the following way:

Looking back:

Looking at themselves as babies.

What did they do when they were a baby? How have they changed?

Interviewing a parent with a young baby.

Considering what a baby needs – emotionally and physically?

Looking forward:

Considering how they have changed over the last 11 years?

Looking at future changes during puberty – physical and emotional changes

Personal hygiene

Introduction of a Question Box in the classroom

Emotions and Relationships:

Exploring different emotions and challenging sex stereotypes.

Exploring how to express love in different relationships: Parent/child, siblings, friends.

What makes a good friend?

Future relationships: crushes, boyfriend/girlfriend, husband/wife

Stable and honest relationships

Resisting peer pressure – the right to say “No!”

Sexual reproduction:

How babies are made (sex in the context of a loving, stable relationship)****

Development of the baby in the womb

The birth of a baby****

****** Elements of these two lessons (consisting of videos and follow up work) are defined as Sex Education.**

Resources for the Living and Growing Course

A wide range of teaching methods and well-chosen resources are used to enable students to actively participate in their own learning. These include quizzes, case studies, research, role play, DVDs, games, interviews, 3-D models, images, stories, reference books and class/small group discussion.

All our resources support inclusion in terms of the range of people and relationships they portray and contain medically correct facts.

Delivery methods are adjusted if and when there is a need for remote learning.

Evaluating and Monitoring the Living and Growing Course

The programme is evaluated annually by teaching staff to ensure it meets the changing needs of the pupils, reflects the views and values of the school community and is in line with current Department for Education advice and guidance.

All Form 6 pupils complete a questionnaire following the ‘Living and Growing’ course where they are encouraged to review and reflect on their learning. If pupils request to learn about additional topics these can be added to the programme if staff feel they are appropriate.

The Role of Parents in Sex Education

As already stated, the school is very aware that a primary role in children’s Relationships, Health and Sex Education lies with parents and carers. We aim to build a positive and supporting relationship with the parents of children at St David’s through mutual understanding, trust and co-operation. We therefore work closely with parents to ensure they are fully aware of what is being taught and the range of materials and resources being used.

Prior to the formal Relationships, Health and Sex Education being taught to pupils in Forms 5 and 6 an email is sent home to parents in the Spring term explaining how and when the content will be taught. Parents are also invited to attend a meeting where the ‘Living and Growing’ course is explained in detail, books and other related materials are on display and they can view some of the DVD programmes that will be shown to the children. (A copy of the entire DVD and other related materials which are used in the Living and Growing Course are also available for any parents to see/borrow should they wish to.)

At the meeting it is explained to parents that their role in their child’s education about relationships and sex is very important. The teaching of these subjects in school is designed to facilitate and complement the discussions they have with their child at home.

We remind parents that:

- We all want children to be safe, healthy and happy.
- We need to consider their needs and the world they currently/will inhabit.
- We need to normalise talking about relationships and sex education to ensure children feel they can talk to parents/carers about any concerns or worries they may have.

- We may need to challenge our own ways of thinking about how we feel about relationships and sex education.

We provide the parents with the following tips on talking to children about relationships and sex:

- Try to make discussion of sex a part of normal life not just a one-off talk.
- Talk as naturally as possible to your child as this will encourage them to be more relaxed and open with you.
- Answer any questions your child asks as clearly as you can so that they do not become confused.
- Use the correct terminology
- Listen carefully to what your child has to say and try to deal with any fears, concerns or misunderstandings as they arise.
- Be truthful. If you don't know the answer to a question - try to find out the answer and then raise the topic again another day.

At the end of the meeting staff are available to address any concerns parents may have.

APPENDIX 4: RELATIONSHIPS, HEALTH AND SEX EDUCATION/JIGSAW CURRICULUM MAP

EYFS	
Health Education (Jigsaw Unit - Healthy Me)	<ul style="list-style-type: none"> • To know the names of some parts of their body • To understand what the word 'healthy' means • To know some things that they need to do to keep healthy • To understand that they need to exercise to keep healthy • To know how to help themselves go to sleep and that sleep is good for them • To know when and how to wash their hands properly • To know what to do if they get lost • To know how to say 'No' to strangers
Relationships Education (Jigsaw Unit – Relationships)	<ul style="list-style-type: none"> • To know what a family is • To understand that different people in a family have different responsibilities (jobs) • To know some of the characteristics of healthy and safe friendship • To understand that friends sometimes fall out • To know some ways to mend a friendship • To know that unkind words can never be taken back and they can hurt • To know how to use Jigsaw's Calm Me to help when feeling angry • To understand reasons why others get angry
Health Education (Jigsaw Unit - Changing Me)	<ul style="list-style-type: none"> • To know the names and functions of some parts of the body • To know that we grow from baby to adult • To know who to talk to if they are feeling worried • To know that sharing how they feel can help solve a worry • To understand that remembering happy times can help us move on
Year 1	
Health Education (Jigsaw Unit - Healthy Me)	<ul style="list-style-type: none"> • To understand the difference between being healthy and unhealthy, and know some ways to keep healthy • To know how to make healthy lifestyle choices • To know how to keep clean and healthy, and understand how germs cause disease /illness • To know that all household products, including medicines, can be harmful if not used properly • To understand that medicines can help them if they feel poorly and know how to use them safely • To know how to keep safe when crossing the road • To know about people who can keep them safe • To understand that their body belongs to them, and that they should tell someone they trust if anything makes them feel upset or worried (NSPCC PANTASOURUS)
Relationships Education (Jigsaw Unit – Relationships)	<ul style="list-style-type: none"> • To know that everyone's family is different and that there are lots of different types of families. • To understand that families are founded on belonging, love and care • To know how to make a friend • To know the characteristics of healthy and safe friends • To understand that physical contact can be used as a greeting

	<ul style="list-style-type: none"> • To know about the different people in the school community and how they help • To know who to ask for help in the school community
Health Education (Jigsaw Unit - Changing Me)	<ul style="list-style-type: none"> • To know that animals including humans have a life cycle • To know that changes happen when we grow up • To understand that people grow up at different rates and that is normal • To know the names of male and female private body parts (penis, anus, testicles, vagina, vulva) • To understand that there are correct names for private body parts and nicknames, and when to use them. • To know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. • To know who to ask for help if they are worried or frightened • To know that learning brings about change • To know what they are looking forward to and what they are worried about when thinking about moving to their next class
Year 2	
Health Education (Jigsaw Unit - Healthy Me)	<ul style="list-style-type: none"> • To know what their body needs to stay healthy • To understand what relaxed means and to be aware of what makes them feel relaxed or stressed • To understand how medicines work in the body and how important it is to use them safely • To sort foods into the correct food groups and know which foods the body needs to keep it healthy • To know how to make some healthy snacks and explain why they are good for the body • To know which foods give energy • To understand that their body belongs to them, and that they should tell someone they trust if anything makes them feel upset or worried (NSPCC PANTASOURUS)
Relationships Education (Jigsaw Unit – Relationships)	<ul style="list-style-type: none"> • To know that everyone’s family is different • To understand that families function well when there is trust, respect, care, love and co-operation • To understand that there are lots of forms of physical contact within a family • To recognise that some form of physical contact is acceptable and some is unacceptable • To know how to say stop if someone is hurting them • To know some reasons why friends have conflicts • To understand that friendships have ups and downs and sometimes change with time • To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret (a worry secret) • To understand what trust is
Health Education (Jigsaw Unit - Changing Me)	<ul style="list-style-type: none"> • To know that life cycles exist in nature • To understand that aging is a natural process (including old age) • To recognise that some changes are out of an individual’s control • To recognise how their body has changed from when they were a baby and that they will continue to change as they age. • To recognise the physical differences between male and female bodies • To know the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and to understand that private body parts are special and that no-one has the right to hurt these. • To know who to ask for help if they are worried or frightened • To understand there are different types of touch and some are acceptable and some are unacceptable • To know what they are looking forward to and what they are worried about when thinking about moving to their next class
Year 3	
Health Education (Jigsaw Unit - Healthy Me)	<ul style="list-style-type: none"> • To understand how exercise affects the body and to know why the heart and lungs are such important organs • To know that the amount of calories, fat and sugar that they put into their body will affect their health • To understand that there are different types of drugs • To know that there are things, places and people that can be dangerous

	<ul style="list-style-type: none"> • To know a range of strategies to keep themselves safe, including who to go to for help and how to call emergency services • To be able to identify when something feels safe or unsafe • To understand that the body is complex and how important it is to take care of it
Relationships Education (Jigsaw Unit – Relationships)	<ul style="list-style-type: none"> • To know that different family members carry out different roles or have different responsibilities within the family • To be aware that gender stereotypes can be unfair • To know some of the skills of friendship e.g. taking turns, being a good listener • To know some strategies for keeping themselves safe online • To know how some of the actions and work of people around the world help and influence our lives • To know that they and all children have rights (UNCRC) • To know that lives of children around the world can be different from their own
Health Education (Jigsaw Unit - Changing Me)	<ul style="list-style-type: none"> • To understand that in animals and humans lots of changes happen between conception and growing up • To understand that in nature it is usually the female that carries the baby • To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • To understand the babies need love and care from their parents/carers • To start to recognise and challenge stereotypical ideas about parenting and family roles • To know what they are looking forward to and what they are worried about when thinking about moving to their next class
Year 4	
Health Education (Jigsaw Unit - Healthy Me)	<ul style="list-style-type: none"> • To recognise how different friendship groups are formed, how they fit into them and the friends they value the most • To understand there are leaders and followers in a group • To recognise that they take on different roles according to the situation • To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke • To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • To know ways to resist when people are putting pressure on them • To know what they think is right and wrong
Relationships Education (Jigsaw Unit – Relationships)	<ul style="list-style-type: none"> • To know some reasons why people can feel jealous and be aware that jealousy can be damaging to relationships • To know that loss is a normal part of relationships and that negative feelings are a normal part of loss • To understand that memories can support us when we lose a special person or animal • To know that change is a natural part of relationships/friendships • To understand that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe
Health Education (Jigsaw Unit - Changing Me)	<ul style="list-style-type: none"> • To know that personal characteristics are inherited from birth parents • To know that change is a normal part of life and that some cannot be controlled and have to be accepted. • To understand that change can bring about a range of different emotions • To know what they are looking forward to and what they are worried about when thinking about moving to their next class
Year 5	
Health Education (Jigsaw Unit - Healthy me)	<ul style="list-style-type: none"> • To know the health risks of smoking and how tobacco affects the lungs, liver and heart. • To know some of the risks linked to misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • To understand that the media, social media and celebrity culture promotes certain body types • To know the different roles food can play in people’s lives and know that people can develop eating problems (disorders) related to body image pressures • To know what makes a healthy lifestyle
Relationships Education	<ul style="list-style-type: none"> • To know that a personality is made up of many different characteristics, qualities and attributes

(Jigsaw Unit – Relationships)	<ul style="list-style-type: none"> • To understand that belonging to an online community can have positive and negative consequences • To understand there are rights and responsibilities in an online community or social network • To understand there are rights and responsibilities when playing a game online • To recognise that too much screen time is not healthy • To know how to stay when using technology to communicate with friends
Health Education (Jigsaw Unit - Changing Me)	<ul style="list-style-type: none"> • To know what perception means and that perceptions can be right and wrong • To be aware of their own self-image and how their body image fits into that • To describe the changes as humans develop from birth to old age, including puberty. • Understand how we move from children to teenagers to adulthood • To know how boys' and girls' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • To know that personal hygiene is important during puberty and as an adult • To understand that becoming a teenager involves various changes and also brings growing responsibility • To know what they are looking forward to and what they are worried about when thinking about moving to their next class
Year 6	
Health Education (Jigsaw Unit - Healthy Me)	<ul style="list-style-type: none"> • To know how to take responsibility for their own health and how to make choices that benefit their own health and well-being • To know about different types of drugs and their uses and their effects on the body particularly the liver and heart • To understand that some people can be exploited and made to do things that are against the law • To know why some people join gangs and the risks that this can involve • To understand what it means to be emotionally well • To know that stress can be triggered by a range of things • To understand that being stressed can cause drug and alcohol misuse
Relationships Education (Jigsaw Unit - Relationships)	<ul style="list-style-type: none"> • To know that it is important to take care of their mental health • To know ways that they can take care of their own mental health • To understand that there are different stages of grief and that there are different types of loss that cause people to grieve • To know that sometimes people can try to gain power or control them • To know some of the dangers of being online • To know how to use technology safely and positively to communicate with their friends and family
Health Education (Jigsaw Unit - Changing Me)	<ul style="list-style-type: none"> • To be aware of the importance of a positive self-esteem and what they can do to develop it • To know what they are looking forward to and what they are worried about when thinking about transition to secondary school
Living and Growing Course – Relationships, Health, Science and Sex Education	<ul style="list-style-type: none"> • To know how boys' and girls' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • To know that personal hygiene is important during puberty and as an adult • To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • To know the names of the different internal and external body parts that are needed to make a baby • To understand that sexual intercourse can lead to conception • To know that babies are made by a sperm joining with an ovum • To know that personal characteristics are inherited from birth parents • To know how a baby develops from conception through the nine months of pregnancy and how it is born • To know that some people need help to conceive and might use IVF