**Golborne St. Thomas' C of E J & I School**

**Policy for Relationships and Sex Education and Health Education**

**A journey in faith, arriving with hope.**

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## St Thomas' Church of England Junior and Infant School

**St. Thomas' School vision:**
To ensure the children are highly valued by all members of the school community.
St. Thomas' creates a culture of high aspirations by making the school the heart of the community.
We aim to develop a culture of curiosity and creativity by unleashing our children's God-given potential to make a difference in our locality and beyond.
Our parents, staff and governors see and understand the individual talents of each pupil and the opportunities provided. We openly celebrate and reward children's successes and achievements.

To inspire all children through a broad, balanced and engaging curriculum enabling every child to succeed.
We create an ethos where everyone is an explorer and an active participant. Children are challenged and encouraged to thrive in all areas. Our aim is to nurture talent and ensure children are equipped to live life in all its fullness.
Children experience a wide range of high quality lessons and enrichment activities daily. We recognise that children are naturally curious; therefore child-led learning is developed through their questions.

To nurture children's wellbeing to ensure healthy mind, body and spirit.
At St. Thomas' values are at the heart of all we do. We provide a safe, supportive environment which empowers children to grow and develop their self-worth, self-esteem and self-respect. Our unique learners are resilient and are willing to take big risks to make big leaps.
Values are actively promoted, modelled, and celebrated by all. Our inspiring curriculum and pastoral care teaches children the importance of healthy lifestyles: physically, mentally and spiritually

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).

**Equality Act 2010**

This policy is written in line with all protected characteristics from the 2010 Equality Act.

**Safeguarding**

This policy should be Read alongside the school policy for safeguarding and child protection policy.

**Relationships Education at St Thomas' Church of England Junior and Infant School**
The principles of Relationships Education at St Thomas' are 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.
A breakdown of what children will cover during their time at Primary School can be seen below:
**Families and people who care for me**
- Families are important for children growing up because they can give love, security and stability.

- 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.
- 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.
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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
- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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
- 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.
- 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
- Sometimes people behave differently online, including by pretending to be someone they are not.
- 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**
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concepts 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 eg family, school and/ or other sources.

**Physical Health and Mental Wellbeing**

**Mental wellbeing**
- 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.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

**Internet safety and harms**
- 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**
- 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**
- 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**
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

**Health and prevention**
- 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**
- 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**
- 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.

**How and when Relationships Education will be taught**

**At St Thomas' we use the SCARF PSHE scheme.**

The curriculum is designed to be fully inclusive and all children will be able to access this. Where pupils have additional needs class based support will enable them to access the appropriate programme of

study. HH Kids deliver puberty lessons in our school to Year 5 and Year 6 pupils. HH Kids are extremely experienced in the field and work closely with us to ensure they work within our school's policy and procedures.

**Monitoring and Evaluation**

In line with whole school monitoring schedules Relationships Education will be monitored annually and feedback will be given to parents.

**Right to Withdraw**

Relationships Education is a statutory element of the school curriculum and therefore parents and carers do not have the right to withdraw their children.

**Date of Policy: September 2024**

**Policy Review date : September 2025**