



Holly Hill
Church School

Relationships and Sex Education Policy

As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.

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Approved by: (Chair of Governors)

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1. Aims

As a Christian school, based in the traditions of the Methodist Church and the Church of England our vision is to promote 'Life in All its Fullness.' (John 10:10). By this we mean we are committed to all round development and flourishing of all members of our school community. We are passionate about providing meaningful, life-enriching and life-affirming experiences that raise aspirations through education, so that all members of our community are well placed to "use our gifts in accordance with the grace that God has given us" (Romans 12:6) to improve all aspects of life for all in our community.

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 issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves
- To support pupils through their physical, emotional, spiritual, moral and cultural development.
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being.
- To raise pupil's self-esteem and confidence, especially in their relationships with others.
- For pupils to develop an understanding that RSE is a gradual developmental process that is supported by the partnership between home and school.
- To provide a foundation for further work at Junior and Secondary school.

RSE at Holly Hill reflects our ethos which is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love.

In particular RSE focuses on developing the following values:

- Respect for self and others
- Honesty
- Love for family, friends, school and the community

2. Statutory requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Holly Hill 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 – Miss Cally Parsonage (AHT) pulled together all relevant information including relevant national and local guidance
2. Governor consultation – all members of the Governing Board were given the opportunity to look at the policy and make recommendations
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

4. Parent/stakeholder consultation – parents and any interested parties were invited to view and comment on the policy.
5. Ratification – once necessary amendments were made, the final draft of the policy was shared with governors and ratified

4. Definition

RSE is about the physical, emotional, social, spiritual, moral and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

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

5. Curriculum

RSE is predominantly taught through our PSHE scheme, 'My Happy Mind', which begins in Early Years and is linked to Personal, Social and Emotional Development (PSED) and continues in to Key Stage 1.

Our My Happy Mind curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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.

Primary Sex Education is not taught as part of our curriculum at Holly Hill.

For more information about our My Happy Mind curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, using the My Happy Mind scheme. Biological aspects of RSE are taught within the science curriculum.

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

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

Health education

Internet safety and harms

Physical health and fitness

Healthy eating

Health and prevention

Within My Happy Mind Plus, key areas focused upon include:

My Body

My Relationships

My World

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 (for example: looked after children or young carers).

Science:

All schools must teach the following as part of the National Curriculum for Science, parents do not have the right to withdraw their child/children from statutory coverage.

National Curriculum Science

Key Stage 1 (Years 1 and 2)

- that animals including humans, move, feed, grow, use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of animals, including humans.
- that humans and animals can reproduce offspring and these grow into adults.
- to recognise similarities and differences between themselves and others.

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.

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 components of RSE (see section 8).

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

Responding appropriately to pupils whose parents wish them to be withdrawn components of RSE

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.

Class teachers and those with teaching responsibilities will teach RSE to their class/ classes which they are covering.

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

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

Our school does not teach any aspect of sex 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 may also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Cally Parsonage (Curriculum Lead) through:

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Cally Parsonage (Curriculum Lead) every two years.

At every review, the policy will be approved by the governing board.

Appendix 1 – My Happy Mind Curriculum

EYFS – Nursery and Reception

Children in Nursery will be learning to:

- **Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (Engage)**
- Develop their sense of responsibility and membership of a community.
- **Become more outgoing with unfamiliar people, in the safe context of their setting. (Celebrate, Relate)**
- **Show more confidence in new social situations. (Celebrate, Relate)**
- **Play with one or more other children, extending and elaborating play ideas. (Celebrate, Relate, Engage)**
- **Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas. (Celebrate, Relate)**
- **Increasingly follow rules, understanding why they are important. (Relate)**
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- **Talk with others to solve conflicts. (Relate)**
- **Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (Meet Your Brain)**
- **Understand gradually how others might be feeling. (Meet Your Brain, Relate)**
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Children in Reception will be learning to:

- **See themselves as a valuable individual. (Celebrate)**
- **Build constructive and respectful relationships. (Relate)**
- **Express their feelings and consider the feelings of others. (Meet Your Brain, Relate)**
- **Show resilience and perseverance in the face of challenge. (Engage)**
- **Identify and moderate their own feelings socially and emotionally. (Meet Your Brain)**
- **Think about the perspectives of others. (Relate)**
- Manage their own needs: Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing:
 - 1.regular physical activity
 - 2.healthy eating
 - 3.toothbrushing
 - 4.sensible amounts of 'screen time'
 - 5.having a good sleep routine
 - 6.being a safe pedestrian.

myHappyMind mapping to Early Learning Goals

Self-Regulation ELG - Children at the expected level of development will:

- **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Meet Your Brain**
- **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Engage**
- **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. - Relate**

Managing Self ELG - Children at the expected level of development will:

- **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Engage**
- **Explain the reasons for rules, know right from wrong and try to behave accordingly; - Relate**
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG - Children at the expected level of development will:

- **Work and play cooperatively and take turns with others; - Meet Your Brain, Relate**
- **Form positive attachments to adults and friendships with peers; - Relate**
- **Show sensitivity to their own and to others' needs. - Meet Your Brain, Relate**

Characteristics of Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

Playing and exploring

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active learning

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things

myHappyMind also considers the importance of storytelling and play during this phase and many of the resources are introduced in this way as a result. Staff are encouraged to use the language and concepts when children are following their interests and encourage them to use what they have learned during the myHappyMind sessions in their play.

KS1

PSHE Association Mapping - KS1		
Core Theme 1: Health and Wellbeing	Covered in the myHappyMind modules	Covered in the Relationships Education Lessons
<p>Healthy Lifestyles (Physical wellbeing).</p> <p>H1. about what keeping healthy means; different ways to keep healthy.</p> <p>H4. about why sleep is important and different ways to rest and relax.</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p>	Meet Your Brain	
<p>Mental Health</p> <p>H11. about different feelings that humans can experience.</p> <p>H12. how to recognise and name different feelings.</p> <p>H13. how feelings can affect people's bodies and how they behave.</p> <p>H14. how to recognise what others might be feeling.</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings.</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p>	Meet Your Brain	

PSHE Association Mapping - KS1		
Core Theme 1: Health and Wellbeing	Covered in the myHappyMind modules	Covered in the Relationships Education Lessons
<p><u>Ourselves Growing and changing.</u> H21. to recognise what makes them special. H22. to recognise the ways in which we are all unique. H23. to identify what they are good at, what they like and dislike. H24. how to manage when finding things difficult.</p>	<p>Celebrate</p> <p>Meet Your Brain</p>	
<p><u>Keeping Safe.</u> H29. to recognise risk in simple everyday situations and what action to take to minimise harm. H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p>		<p>Year 1 and 2 - Keeping Safe</p> <p>Year 1 and 2 - Keeping Safe</p>

PSHE Association Mapping - KS1		
Core Theme 2: Relationships	Covered in the myHappyMind modules	Covered in the Relationships Education Lessons
<p><u>Families and Close Relationships</u> R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p>	<p>Relate</p>	
<p>R2. to identify the people who love and care for them and what they do to help them feel cared for.</p>	<p>Appreciate</p>	
<p>R3. about different types of families including those that may be different to their own. R4. to identify common features of family life.</p>		<p>Year 1 and 2 - My Family and Me</p>
<p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p>	<p>Relate</p>	
<p><u>Friendships</u> R6. about how people make friends and what makes a good friendship. R7. about how to recognise when they or someone else feels lonely and what to do. R8. simple strategies to resolve arguments between friends positively.</p>	<p>Relate</p>	<p>Year 1 and 2 - Fabulous Friendships</p>
<p>R9. how to ask for help if a friendship is making them feel unhappy.</p>		<p>Year 1 and 2 - Exploring Feelings</p>
<p><u>Managing hurtful behaviour and bullying</u> R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p>	<p>Meet Your Brain</p>	<p>Year 1 and 2 - Exploring Feelings</p>

PSHE Association Mapping - KS1		
Core Theme 2: Relationships	Covered in the myHappyMind modules	Covered in the Relationships Education Lessons
R11. about how people may feel if they experience hurtful behaviour or bullying.	Meet Your Brain Relate	Year 1 and 2 - Exploring Feelings
<u>Safe Relationships.</u> R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.		Year 1 and 2 - Keeping Safe
<u>Respecting self and others.</u> R21. about what is kind and unkind behaviour, and how this can affect others.	Relate	
R22. about how to treat themselves and others with respect; how to be polite and courteous	Celebrate Appreciate Relate	
R23. to recognise the ways in which they are the same and different to others.	Celebrate Relate	
R24. how to listen to other people and play and work cooperatively.	Relate	
R25. how to talk about and share their opinions on things that matter to them.	All modules	

PSHE Association Mapping - KS1		
Core Theme 3: Living in the wider world	Covered in the myHappyMind modules	Covered in the Relationships Education Lessons
<u>Communities.</u> L6. to recognise the ways they are the same as, and different to, other people.	Celebrate Relate	
<u>Economic Wellbeing: Aspirations, work, career.</u> L14. that everyone has different strengths.	Celebrate	
<u>Media literacy and digital resilience.</u> L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.		Year 5 and 6 - Online Safety

My Happy Mind Plus (Best fit long term plan)

Reception/P1																
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain				myHappymind Places			myHappymind - Celebrate								
Spring	myHappymind - Appreciate				myHappymind - Relate								<p>Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.</p>			
Summer	myHappymind - Engage				myHappy body		myHappy relationships		myHappy world							

Click each module title to navigate to the relevant lessons.

Year 1/P2																
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain				myHappymind Places			Showing respect and managing hurtful behaviour		myHappymind - Celebrate						
Spring	myHappymind - Appreciate		Healthy Lifestyles		Buffer		myHappymind - Relate			Families and positive close relationships		Buffer				
Summer	myHappymind - Engage			Shared responsibilities	Communities	Ourselves Growing and Changing		Ourselves, Growing and Changing: Transition		Buffer						

Click each module title to navigate to the relevant lessons.

Year 2/P3																
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappyMind - Meet Your Brain			myHappyMind Places			myHappyMind - Celebrate			Buffer						
Spring	myHappyMind - Appreciate	Keeping Safe	Media Literacy and Digital Resilience	myHappyMind - Relate			Friendships	Buffer		Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.						
Summer	myHappyMind - Engage			Safe relationships		Economic Wellbeing		Ourselves, Growing and Changing and Transition		Buffer						

Click each module title to navigate to the relevant lessons.