

**St Matthew's C.E. Primary School**



**Relationships, Sex and  
Health Education Policy**  
Agreed by the Governing Body  
Autumn 2022

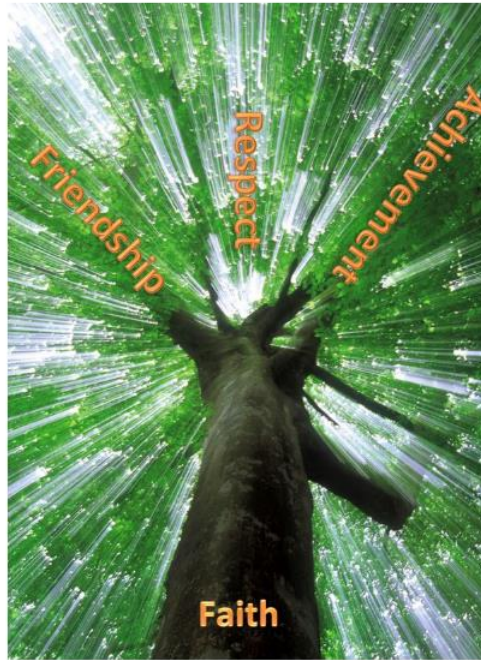
**“Do you not know that your bodies  
are temples of the Holy Spirit.”  
1 Corinthians 6:19**

**Review date - Autumn 2024**



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)*.

#### Our Christian Values



#### **Our Vision Statement for all children at St. Matthew's.**

We nurture self-motivated, resilient, enquiring children whose friendships grow, as they learn to respect the needs of others and flourish physically, academically and spiritually. We educate them within a Christian ethos to unlock their innate God-given potential and to develop an understanding of wisdom, faith and human dignity.

#### **Relationships and Sex Education- definition**

Relationships education is paramount in our approach as this goes beyond the provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. We always teach sex education within the context of loving, legal relationships.

At St. Matthew's we start this education from our core Christian values; Respect, Faith, Achievement and Friendship. The children learn about these values from entry into school and they are used every day to allow children to cultivate positive relationships. This is supported by the teaching of positive personal attributes.



Our Christian value of Respect is key to the teaching and learning in Relationships Education as this allows 'Big Questions' to be raised and discussed in a safe and appropriate manner. Children are also given the skills to recognize any forms of abuse within relationships. This is conducted in an age-appropriate manner with resources carefully sourced using Diocese recommendations and Hampshire RADE (Relationships and Diversity Education). In our Internet Safety teaching we address the issue of safe online relationships.

We follow guidelines as set out in the Equalities Act 2010.

This policy is in line with the Church of England document, Pastoral Principles for Living Well Together.

### **Aim of our RSHE policy**

There are three main elements to our RSHE programme:

- **Gaining knowledge and understanding**
  - Learning and understanding physical development at appropriate stages
  - Understanding human sexuality, sexual health, emotions and relationships
- **Developing positive attitudes and values**
  - Learning the importance of values and individual consciences and moral considerations
  - Learning the value of family life and stable and loving relationships for the nurture of children
  - Recognising that families can be made up of different loving relationships
  - Developing critical thinking as part of decision making
- **Extending personal and social skills**
  - Learning to manage emotions and relationships confidently and sensitively
  - Developing self-respect and empathy and respect for others

### **Organisation of RSHE- Subject Content**

RSHE is part of our National Curriculum Science programme. Other aspects are taught through PSHE and Citizenship and also some areas of relationships through lessons in English and RE. We use the 'Heart Smart' programme throughout the school to give the children the vocabulary and confidence to talk about their feelings and relationships. The mental health of all pupils and staff is paramount to education being successful at our school. This also links with our whole school values and worship times and is core to all teaching across the school. The teaching of spirituality is also an important element for children to learn more about themselves and others. Occasionally, where appropriate, experienced visitors may be invited.



### **Content- materials to be shared with parents (RADE)**

In Key Stage 1 pupils learn to recognize similarities and differences between themselves and others, identify and share their feelings with others, recognise safe and unsafe situations and identify and be able to talk to someone they trust. They will be using resources that reflect the variety of relationships in the world around them. This will include lesbian, gay, bisexual and transgender.

In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen and support others, including respecting other people's viewpoints and beliefs. Life processes are also discussed including the physical changes that take place at puberty, why they happen and how to manage them.

In Year 6 we teach the children about conception and birth.

We will be using resources to support our work showing a broad variety of relationships. These will reflect our society and will include lesbian, gay, bisexual and transgender.

If children are mature enough to frame a question they need to have a factual response.

If we have significant changes in our local community the curriculum may need to be altered to adapt to these circumstances. The Diocesan Board of Education would be contacted to ensure this is appropriately managed.

**SEND** Resources used will be accessible for all children and appropriate changes to lessons made for children with special educational needs.

The specific National Curriculum guidance for SRE learning outcomes in Key Stage 1 and 2 in Science and PSHE can be found at <https://www.gov.uk/national-curriculum/other-compulsory-subjects>

### **Specific issues within RSE**

#### **Ground Rules**

Teachers and pupils will mutually agree ground rules to create a safe environment where all concerned do not feel embarrassed or anxious.

These may include

- No one pupil or teacher will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

#### **Dealing with questions**

Questions arising from RSHE teaching will be answered in accordance with the ground rules established by the school. Questions which are deemed too explicit, too old or inappropriate for the whole class or raise questions of abuse should be dealt with at a later time by the teacher, having sought guidance from the RSHE manager if appropriate. If abuse is suspected the teacher should follow the schools child protection guidelines.



### **Parents**

The school recognizes that parents are key in:

- Teaching their children about relationships and sex
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up; and
- Preparing them for the challenges and responsibilities that sexual maturity brings

However the school is also aware the parents may need support in:

- Helping their children learn the correct names of the body
- Talking to their children about feelings and relationships and
- Answering questions about growing up, having babies and relationships

### **Faith School Perspective**

The Year Six Class discuss the Christian perspective on sex and relationships. This encourages children to ask questions and study passages in the Bible about relationships. During these sessions there will be an emphasis on respecting others as they are made in the image of God and respecting and loving ourselves as Jesus instructed us to do.

### **Withdrawal**

Parents have no right to withdraw the children from the ***relationships education*** provided by the school which are included in the statutory National Curriculum. This work is integral to all our topics from Year R to Year Six. It includes the work on 'What my Family Looks Like' and respecting differences in our world.

The ***sex education*** that the children receive in years five and six is included in the ***science*** national curriculum and focuses on human reproduction and therefore parents have no right to withdraw from this teaching either.

Parents *do have the right* to withdraw their child/children from the Year 6 conception and birth lessons. We strongly recommend that all children take part in all lessons so that they receive **reliable and accurate information** that has been carefully researched for their age group.

### **Dissemination of policy**

This policy will agreed by governors when it has gone out to parents for consultation; parents will be given the content to be taught to each year group.

### **Other relevant policies**

Drug Education  
Anti-bullying  
Confidentiality  
Safeguarding  
Child Protection

### **Resources**

DVD –Respecting Relationships part one- visibility matters series.



Puberty lessons- on planning Teacher's pool  
Parents able to view these before teaching takes place.  
Resources will be age appropriate.

*'Because of our understanding that everyone is valued and loved on the basis of Christ's redeeming love, life, death and resurrection, we will be a community marked by attentive listening, courtesy, kindness and the absolute belief that nobody is outside the love of God.'*

*Principle 5 Admit Hypocrisy from Pastoral Principles for Living Well Together*