

# Relationships, Health and Sex Education Policy (from 2020)

## Sheering CE Primary School



**Approved by:**

Sheering Governing  
Body

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### • Aims

RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school.

Church of England Education Office 2019

The aims of Relationships, Health and Sex Education (RSE) at our school are to:

- › 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
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive and respectful culture around issues of sexuality
- › Promote respectful attitudes in the treatment of others
- › Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

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

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](#).

All schools and academies are required to act within the requirements of the law, including the Equality Act of 2010. The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. It is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education but we encourage schools (following consultation with parents) to offer age- appropriate provision. In Church of England secondary schools Relationships, Sex and Health Education will be taught. In all schools where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum 'other than as part of the science curriculum'. 6

At Sheering CE Primary school, we teach RSHE as set out in this policy.

### 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

### 5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils, governors and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

## 6. Delivery of RSHE

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

At Sheering school, all teaching in RSHE will take place in a safe learning environment and be underpinned by our school ethos and values. A variety of opportunities will be provided for all pupils to ask questions to further their understanding and to find out more about what affects them personally.

The Goodness and Mercy curriculum focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding, healthy relationships and how this is all connected to the teachings of the Bible. Learning about the emotional, social and physical aspects of growing up, it will give our children the information, skills and positive values to have safe, fulfilling relationships and will help them take responsibility for their own wellbeing. All of the sessions will be age-appropriate and meet the needs of all pupils in the class.

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

For more information about our RSHE curriculum, see Appendix 1.

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).

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8).

### 7.3 Staff

Staff are responsible for:

- › Delivering RSHE in a sensitive way
- › Modelling positive attitudes to RSHE
- › Monitoring progress

- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

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

RSHE will be taught by the Year 5/6 teacher at the time.

## 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## 9. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## 10. Monitoring arrangements

The delivery of RSHE is monitored by Pamela Gaines through:

- Lesson observations
- Learning works
- Work scrutiny
- Pupil voice

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

This policy will be reviewed by staff and governors. At every review, the policy will be approved by the governing body.

### Equal Opportunities

All pupils (regardless of gender, cultural background, class, disability and ability) will have the opportunity to achieve the highest possible achievements without making impossible demands on them.

All children will be encouraged to value their own and other people's contributions.

Strand	KS1 outcomes	KS2 outcomes
<b>Sleep, rest and hygiene</b>	<ul style="list-style-type: none"> <li>Pupils can describe how to look after themselves.</li> <li>Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep (Science)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain why it is important to look after themselves.</li> <li>Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this.</li> <li>Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so.</li> <li>Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>Pupils can identify and list many healthy and less healthy foods.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can plan a healthy diet and describe the dangers of an unhealthy one.</li> </ul>
<b>Spiritual practices</b>	<ul style="list-style-type: none"> <li>Pupils will have observed/ experienced/participated in some calming spiritual time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>Pupils can name and talk about different kinds of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</li> </ul>
<b>Mental health, wellbeing and emotional literacy</b>	<ul style="list-style-type: none"> <li>Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful.</li> <li>Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others.</li> <li>Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move.</li> </ul>
<b>Screen time and screen-safety</b>	<ul style="list-style-type: none"> <li>Pupils can list some of the ways that screens improve their lives.</li> <li>Pupils can list some rules about the limits for using screens that can keep people healthy.</li> <li>Pupils can identify how people use 'masks' online to be nasty and who to ask for help.</li> <li>Pupils can list what information should or should not be shared. (Safeguarding)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain how to make wise choices online and why limiting screen time is a good idea.</li> <li>Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.</li> </ul>
<b>Alcohol, smoking and drugs</b>	n/a	<ul style="list-style-type: none"> <li>Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. (Citizenship)</li> <li>Pupils show understanding of the risks and effects of legal drugs common to</li> </ul>

		<p>everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break.</p> <ul style="list-style-type: none"> <li>• Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</li> <li>• Pupils can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns.</li> </ul>
<b>First Aid</b>	<ul style="list-style-type: none"> <li>• Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries).</li> </ul>
<b>Puberty</b>	n/a	<ul style="list-style-type: none"> <li>• Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams. (Science)</li> <li>• Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction. (Science)</li> </ul>
<b>Key theology for Church of England / Methodist schools</b>	<ul style="list-style-type: none"> <li>• Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: “You are fearfully and wonderfully made” (Psalm 139) and “God saw that it was very good” (Genesis 1).</li> <li>• Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people’s regard for themselves and enjoyment of living in their bodies.</li> <li>• Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.</li> </ul>

## Appendix 1

Strand	Key Stage 1	Key Stage 2
<b>Family</b>	<ul style="list-style-type: none"> <li>• Pupils can talk about the people who care for them and give them love, and the things that they do to share that care.</li> <li>• Pupils can talk about the ways that they might show that they enjoy being in their families.</li> <li>• Pupils can show that they understand that different people have different kinds of families.</li> <li>• Pupils can talk about what is the same across all families.</li> <li>• Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another.</li> <li>• Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them.</li> <li>• Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families).</li> <li>• Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc).</li> <li>• Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.</li> </ul>
<b>Friendship</b>	<ul style="list-style-type: none"> <li>• Pupils can describe what a good friend is like.</li> <li>• Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like.</li> <li>• Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity.</li> <li>• Pupils can talk about what you can do if you fall out with your friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them.</li> <li>• Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence.</li> <li>• Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices.</li> <li>• Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable.</li> </ul>
<b>Relationships and Marriage</b>	n/a	<ul style="list-style-type: none"> <li>• Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong.</li> <li>• Pupils will be able to give examples of positive long-term relationships that bring joy and meaning to those involved.</li> <li>• Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness.</li> <li>• Pupils can explain the significance of special ceremonies and rituals of</li> </ul>

		promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). (RE)
<b>Anti-bullying</b>	<ul style="list-style-type: none"> <li>• Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful.</li> <li>• Pupils can talk about where to go for help if they are bullied.</li> <li>• Pupils can talk about why it is good to be kind to people.</li> <li>• Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can show understanding about the different types of bullying that people can encounter.</li> <li>• Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.</li> <li>• Pupils can explain what stereotyping is and how bullying can be damaging for someone.</li> <li>• Pupils can explain how people can keep themselves safe and ask for help when bullied.</li> <li>• Pupils can describe how not to be a bystander when someone else is bullied.</li> <li>• Pupils can explain how to report bullying and support someone who has suffered unkindness.</li> </ul>
<b>Making good boundaries</b>	<ul style="list-style-type: none"> <li>• Pupils can talk about how their bodies belong to them, are incredibly special and should be protected.</li> <li>• Pupils can identify what is safe and unsafe touching.</li> <li>• Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that.</li> <li>• Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public.</li> <li>• Pupils can explain what a bad secret is like and how to get help.</li> </ul>
<b>Parenting</b>	n/a	n/a
<b>Key theology</b>	<ul style="list-style-type: none"> <li>• Pupils can explain that most Christians believe that God loves people, that God has always loved them as an individual and always will.</li> <li>• Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God).</li> <li>• Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people.</li> <li>• Pupils can give examples of people doing things that hurt others. They can talk about how humans often let themselves down.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death.</li> <li>• Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love.</li> <li>• Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others.</li> <li>• Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly.</li> <li>• Pupils can explore the consequences of bad behaviour and explain the</li> </ul>

	<ul style="list-style-type: none"><li>• They can describe simply what the word forgiveness means and talk about fresh starts.</li><li>• Pupils can talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they really hurt us.</li></ul>	<p>Christian ideas about repentance, forgiveness reconciliation and peace.</p> <ul style="list-style-type: none"><li>• Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.</li></ul>
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Topic	Key Stage 2 outcomes
Status:	NON-MANDATORY
<b>The right to withdraw</b>	<p>At Key Stage 1 there is no sex education.</p> <p>At Key Stage 2 each school will decide for themselves whether they think it is appropriate to teach any elements of sex education in their context.</p> <p>Parents have the right to withdraw their child.</p>
<b>Sexual intercourse</b>	<ul style="list-style-type: none"> <li>• Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby.</li> <li>• Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually.</li> <li>• Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible time.</li> <li>• Pupils can explain why some people argue that the best time for such closeness is within a long-term, faithful and committed relationships such as marriage.</li> <li>• Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice.</li> </ul>
<b>Sex and the Law</b>	<ul style="list-style-type: none"> <li>• Pupils can show that they know that in the UK it is unlawful to have sex until you are 16. (Law, British Values, Citizenship)</li> </ul>
<b>Gestation , pregnancy , birth and parenthood</b>	<ul style="list-style-type: none"> <li>• Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth. (Science)</li> <li>• Pupils can talk about why having a baby is wonderful but a huge responsibility.</li> </ul>
<b>Key theology</b>	<ul style="list-style-type: none"> <li>• Pupils can explain that most Christians believe that God loves all people with a love that is stronger and purer than the love of a husband, wife or partner; that Christians believe (as do people of other faiths) that love never dies or fails.</li> <li>• Pupils can explain that most Christians believe that humans are beautifully created; can explain that this means in a one-to-one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time.</li> <li>• Pupils can explain that Christians believe that humans are fallen – they can make mistakes and hurt people on purpose or unintentionally.</li> <li>• Pupils can explain how the Christian idea of forgiveness can help to keep intimate relationships going over time.</li> <li>• Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long-term committed relationships going over time.</li> </ul>



## Appendix 2: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	