




RSHE POLICY

This policy is informed by the Christian values that are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

School Name: St Matthew's C of E Primary School

| Date agreed by LGB | Review date | Signed Chair of LGB |
|--------------------|-------------|--|
| 18/05/2021 | |  |

Rationale and ethos

The Department for Education (DfE) introduced statutory relationships education (primary) and relationships and sex education (secondary) in September 2020. Given the increasing safeguarding concerns around child abuse and exploitation and the growing risks associated with growing up in a digital world, it aims to support all young people to stay safe and prepare for life in modern Britain.

At St Matthew's, our approach to RSHE follows that of the Church of England education office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key biblical passages:

"So God created humankind in his image, in the image of God he created them"
(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness"
(John 10:10)

At St. Matthew's, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

All pupils have the right to an education that enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils, including those with special educational need and disabilities (SEND). It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values. We teach RSHE within a moral (but not moralistic) framework. The curriculum teaches the spiritual and moral aspects of healthy, loving and nurturing relationships within the context of a Christian vision for the purpose of life.

RSHE at St. Matthew's will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will eventually face. It is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Defining relationships education

Relationships education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

Defining sex education

The focus of sex education is reproduction: learning how babies can be made and the emotions that people experience when they are ready for sexual intimacy.

The national curriculum for science includes content about human body parts, growth, puberty and gestation. Parents **do not** have the right to withdraw their children from this aspect of the curriculum.

In this school we have decided that it is important to include lessons about the reproductive systems and conception to prepare the children in our community for adulthood (and for secondary school) in their last year(s) of primary school.

Parents **do** have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education in a safe environment with peers.

Withdrawing a child from sex education remains a statutory right for a parent or legal guardian. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education. The school will document this process and ensure a record is kept.

Defining health education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.¹

¹ See *Mental Health and Wellbeing: Towards a Whole School Approach* (March 2018)

The RSHE Curriculum

At St. Matthew's Church of England Primary School, we follow the 1Decision PSHE programme. An overview of each year is below:

Year 1

- relationships: our special people, what makes a good friend, basic human body parts;
- keeping/staying safe: who can I talk to, road safety;
- feelings: naming different feelings, recognising our own and others' qualities;
- keeping/staying healthy: healthy and unhealthy foods, handwashing;
- computer safety: being kind and unkind online.

Year 2

- relationships: friendships, emotions and facial expressions, human body parts, including anatomical names of genitalia;
- keeping/staying safe: who will keep me safe;
- feelings: who we can talk to about feelings, focus on anger;
- keeping/staying healthy: toothbrushing;
- computer safety: what information should I share online?

Year 3

- relationships: healthy relationships, appropriate and inappropriate touching;
- keeping/staying safe: keeping myself safe and identifying dangers;
- feelings: focus on grief;
- keeping/staying healthy: medicines;
- computer safety: should I respond?

Year 4

- growing and changing: different types of relationships, healthy and unhealthy relationships, who we can tell, appropriate and inappropriate touch, human life cycle stages (including an introduction to changes during puberty);
- keeping/staying safe; how we keep safe, who can help us;
- feelings: thoughts, feelings and behaviours, positive and negative feelings, focus on jealousy;
- keeping/staying healthy: making healthy lifestyle choices, healthy eating;
- computer safety: the positives and negatives of being online, cyber-bullying.

Year 5

- growing and changing: puberty, changes to female and male bodies, coping with puberty;
- keeping/staying safe: managing peer pressure;
- feelings: healthy and unhealthy anger, anxiety and worry;
- keeping/staying healthy: balanced meals, smoking;
- computer safety: image-sharing.

Year 6

- growing and changing: stages of the human life cycle, the female and male reproductive systems, stages of pregnancy, puberty changes;
- keeping/staying safe: how to stay safe, water safety;
- feelings: managing emotions;
- keeping/staying healthy: alcohol;
- computer safety: making friends online, learning to recognise risk.

All year groups will access the NSPCC PANTS resources to learn about how to keep themselves safe.

The requirements for RSHE from the Department for Education can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

How RSHE will be taught in our school

Y5 & Y6 parents will be informed in advance before RSE is taught – either as part of the science or PSHE curriculum. RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the equality act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RSHE will promote healthy, resilient relationships set in the context of character and virtue development that sits within the school's Christian vision and values. These values include honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

Pupils with SEND will have the content made accessible to them through differentiation and support.

At St. Matthew's, RSHE is taught by confident, well-trained staff - generally to mixed-sex classes - and only some elements will be taught by outside agencies (such as first aid or aspects of puberty). It is important that pupils have confidence in the teacher, that misconceptions can be corrected, and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.²

²It does not need to be the class teacher or tutor who teaches relationships [and sex] education. It is best delivered by teachers who are skilled and confident at managing sensitive issues and are good at handling class discussion. See research from Bristol University about secondary RSE <https://bmjopen.bmj.com/content/7/5/e014791>

RSHE will be monitored and evaluated

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc.

Policy review

This policy has been produced in consultation with parents and will be reviewed in consultation with parents. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

This policy should be read in conjunction with The Equalities Act 2010
<https://www.gov.uk/guidance/equality-act-2010-guidance>