

# St Mark's CE Primary School



## Relationships, Relationships and Sex education, and Health Education Policy (From January 2020)

At St Mark's CE Primary School, 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)*.

This policy has been developed in consultation with governors, staff and parents.

### Aims

The aims of relationships 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- Support the school's ethos of nurturing a caring community
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the St Mark's policy on equal opportunities.

At St Mark's CE Primary School, Relationships, Sex and Health Education (RSHE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim for all children at St Mark's to be able to access RSHE in a way that is suitable for them, and to feel they have a safe and secure place where learning and discussion can take place freely and openly, sharing questions in a sensitive and supportive manner.

These aims complement those of the Science curriculum in KS1 and KS2.

### Statutory requirements

As a maintained Church of England primary school we must provide relationships education to all pupils as per section 34 & 35 of the [Children and Social work Act 2017](#).

In Primary schools Relationship and Health education is compulsory, and Sex education is highly recommended, in line with the statutory Science curriculum.

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

At St Mark's CE Primary School we teach RSHE as set out in this policy.

### **Definition**

RSHE is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health at the best age and developmental stage for children and young people. It is not about the promotion of sexual orientation or sexual activity. We are showing the children that we are all individuals and God loves us equally, we are all valued members of society and to accept difference based on understanding and without prejudice. The curriculum is based 'seeking knowledge' (Families and people who care for me), 'friendships' (Caring friendships), 'good manners' (Respectful relationships) and 'being safe' (Online relationships, and Being safe) all of which are concepts very compatible with principles of faith.

### **Curriculum**

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum 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 age appropriate manner so they are fully informed and don't seek answers online.

#### *Curriculum Overview by the end of the Primary Phase*

##### *Attitudes and Values*

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

##### *Personal and Social Skills*

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

##### *Knowledge and Understanding*

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

### **Delivery of RSHE**

RSHE is taught as part of our PSHE sessions with links to the Science and RE curriculum. The curriculum content can be seen in Appendix 1.

### **Roles and Responsibilities**

#### *The Governing Body*

The governing board will give approval for this policy.

### *The Head teacher and SLT*

The Head teacher/SLT are responsible for ensuring that RSHE is taught consistently across the school and managing the requests to withdraw pupils from non-statutory parts of Sex Education.

### *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 parts of Sex Education.

Staff are required to teach RSHE and any concerns are to be raised with the SLT. All teachers have a responsibility for teaching RSHE.

### *Pupils*

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

### **Parents' right to withdraw**

Parents do not have the right to withdraw their child from Relationships and Health Education as this is statutory.

Parents have the right to withdraw their child from the non-statutory parts of Sex Education. (These parts do not fall within the Science Curriculum)

Request for withdrawal should be put in writing to the Headteacher.

### **Training**

All teaching staff are trained in the delivery of RSHE and included in our CPD sessions.

### **Monitoring arrangements**

The delivery of RSHE is monitored by the SLT through: sharing planning, lesson visits and children surveys.

Pupil's development in RSHE is monitored by class teachers as part of our class assessment procedures.

Ratified by the FGB Spring 2021 – Reviewed Spring 2024

## Appendix 1

### Sex Education content of RSHE curriculum (This includes statutory and non-statutory content)

Year R	Year 1	Year 2
<p><b>Life stages - plants, animals, humans</b></p> <p><i>What happens at the beginning of the cycle? (egg/seed comes from a mother or adult plant)</i></p> <p><i>What happens next (it grows and changes)</i></p> <p><i>Does it keep on growing? (If using a frog or butterfly)</i></p> <p><i>Does it change name? (Yes. Tadpole now frog. Caterpillar now butterfly)</i></p> <p><i>What does it do once it stops growing? (Flies away/jumps away/leaves its home)</i></p> <p><i>Why do you think that happens? (Hungry/needs food/to meet friends/meet another frog or butterfly to make more frogs or butterflies and then the cycle begins again.)</i></p>	<p><b>Inside my wonderful body!</b></p> <p><i>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</i></p> <p><i>Understand and explain the simple bodily processes associated with them.</i></p>	<p><b>Haven't you grown!</b></p> <p><i>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</i></p> <p><i>Understand and describe some of the things that people are capable of at these different stages.</i></p>
<p><b>Life Stages: Human life stage - who will I be?</b></p> <p><i>Baby</i></p> <p><i>Child</i></p> <p><i>Teenager</i></p> <p><i>Adult</i></p> <p><i>Old age</i></p>	<p><b>Taking care of a baby</b></p> <p><i>Understand some of the tasks required to look after a baby;</i></p> <p><i>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</i></p>	<p><b>My body, your body</b></p> <p><i>Identify which parts of the human body are private;</i></p> <p><i>Explain that a person's genitals help them to make babies when they are grown up;</i></p> <p><i>Understand that humans mostly have the same body parts but that they can look different from person to person.</i></p>
<p><b>Where do babies come from?</b></p> <p><i>Where do babies come from?</i></p> <p><i>What do they do in their mummy's tummy?</i></p> <p><i>When do they come out?</i></p> <p><i>What do they need when they are out?</i></p>	<p><b>Then and now</b></p> <p><i>Identify things they could do as a baby, a toddler and can do now;</i></p> <p><i>Identify the people who help/helped them at those different stages.</i></p>	<p><b>Respecting privacy</b></p> <p><i>Explain what privacy means;</i></p> <p><i>Know that you are not allowed to touch someone's private belongings without their permission;</i></p> <p><i>Give examples of different types of private information.</i></p>
<p><b>Getting bigger</b></p> <p><i>How much have you changed since you were a baby? (A lot,</i></p>	<p><b>Surprises and secrets</b></p> <p><i>Explain the difference between a secret and a nice surprise;</i></p>	

<p><i>look different, can do more things, are taller.)</i>  <i>How do you know you have grown?</i>  <i>Which parts have grown? (Body, legs, arms, head, fingers, toes, teeth - getting/soon to get wobbly, losing baby teeth.)</i>  <i>What has helped us to grow? (Eating food that gives us energy and the right vitamins and minerals to help us grow; getting rest and sleep - our bodies grow when we're asleep.)</i>  <i>What can you do now that you couldn't do as a baby?</i></p>	<p><i>Identify situations as being secrets or surprises;</i>  <i>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</i></p>	
<p><b>Me and my body - girls and boys</b>  <i>What parts of the body do we sing about?(Head, shoulders, knees and toes)</i>  <i>Are there any parts of the body that we missed? (Arms, hands, fingers, anything else? What parts of the body are between the shoulders and knees? ....chest, tummy...)</i>  <i>What about are private parts? Explain that there are parts of the body that are private and that we wouldn't touch as part of the song, but they are very important too.</i>  <i>Why are girls' bodies and boys' bodies different?</i></p>	<p><b>Keeping privates private</b>  <i>Identify parts of the body that are private;</i>  <i>Describe ways in which private parts can be kept private;</i>  <i>Identify people they can talk to about their private parts.</i></p>	

Year 3	Year 4	Year 5	Year 6
<p><b>Relationship Tree</b>  <i>Identify different types of relationships;</i>  <i>Recognise who they have positive healthy relationships with.</i></p>	<p><b>My feelings are all over the place!</b>  <i>Name some positive and negative feelings;</i>  <i>Understand how the onset of puberty can have emotional as well as physical impact</i>  <i>Suggest reasons why young people</i></p>	<p><b>How are they feeling?</b>  <i>Use a range of words and phrases to describe the intensity of different feelings</i>  <i>Distinguish between good and not so good feelings, using appropriate</i></p>	<p><b>Helpful or unhelpful?</b>  <i>Managing change</i>  <i>Recognise some of the changes they have experienced and their emotional responses to those changes;</i>  <i>Suggest positive strategies for dealing with change;</i></p>

	<p><i>sometimes fall out with their parents; Take part in a role play practising how to compromise.</i></p>	<p><i>vocabulary to describe these; Explain strategies they can use to build resilience.</i></p>	<p><i>Identify people who can support someone who is dealing with a challenging time of change.</i></p>
<p><b>Body space</b> <i>Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.</i></p>	<p><b>All change!</b> <i>Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens.</i></p>	<p><b>Taking notice of our feelings</b> <i>Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</i></p>	<p><b>I look great!</b> <i>Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.</i></p>
<p><b>Secret or surprise?</b> <i>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</i></p>	<p><b>Preparing for periods</b> <i>Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods.</i></p>	<p><b>Changing bodies and feelings</b> <i>Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.</i></p>	<p><b>Media manipulation</b> <i>Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</i></p>
<p><b>My changing body</b> <i>Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.</i></p>	<p><b>Together</b> <i>Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland;</i></p>	<p><b>Growing up and changing bodies</b> <i>Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.</i></p>	<p><b>Pressure online</b> <i>Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking</i></p>

	<p><i>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</i></p>		<p><i>behaviour and that these are usually lower than people believe them to be.</i></p>
	<p><b>Help! I'm a teenager - get me out of here!</b>  <i>Recognise how our body feels when we're relaxed;  List some of the ways our body feels when it is nervous or sad;  Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</i></p>	<p><b>Is this normal?</b>  <i>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;  Suggest strategies that would help someone who felt challenged by the changes in puberty;  Know where someone could get support if they were concerned about their own or another person's safety.</i></p>	
	<p><b>Dear Ash</b>  <i>Explain the difference between a safe and an unsafe secret;  Identify situations where someone might need to break a confidence in order to keep someone safe.</i></p>	<p><b>Making babies</b>  <i>Identify the changes that happen through puberty to allow sexual reproduction to occur;  Know a variety of ways in which the sperm can fertilise the egg to create a baby;  Know the legal age of consent and what it means.</i></p>	
	<p><b>Stop, start, stereotypes</b>  <i>Recognise that some people can get bullied because of the way they express their gender;  Give examples of how bullying behaviours can be stopped.</i></p>		