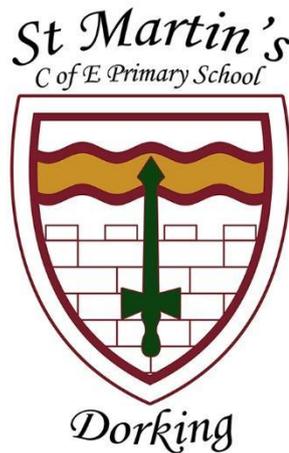


# St Martin's C of E Primary School



## Relationships, Sex and Health Education Policy

**Agreed: Autumn 2023**

**To be reviewed: Autumn 2025**

## **Relationship, Sex and Health Education Policy: St Martin's C of E Primary School**

### **Aim and Key principles:**

Our school's approach to Relationship, Sex and Health Education (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 Martin's C of E Primary School, 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 a right to an education which 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; as per section 34 of the Children's and Social Work Act 2017 and follow the guidance outlined in sections 403 of the Education Act 1996) 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. 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, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in St Martin's C of E Primary School 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).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

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.

In this school any content that might be regarded as sex education (learning about human body parts, growth, puberty and gestation) will be taught through the science curriculum. Parents do not have the right to excuse their children from this aspect of the curriculum.

### **Defining Sex Education**

Sex Education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

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

### **The right to withdrawal from Sex Education in year 6**

To educate and prepare the children in our community for adulthood (and for secondary school) in their last year(s) of primary school, we have decided that it is important to also teach: consent, conception through sexual intercourse, pregnancy and responsibilities of a parent. This will be taught in year 6.

Parents do have the right to excuse their children from these aspects of RSHE (taught in Year 6 only) and can do so by making concerns known and applying in writing to the Headteacher by completing the Parental Form Appendix 2. 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 with peers.

Withdrawing a child from Sex Education remains a statutory right as 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 or within any other curriculum subjects e.g. Science.

The school will document this process to 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.<sup>1</sup>

### **The RSHE Curriculum**

At St Martin's C of E Primary School we teach three key themes<sup>2</sup>:

<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Health and Well Being</b>
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<sup>1</sup> See *Mental Health and Wellbeing: Towards a Whole School Approach* (March 2018)

<sup>2</sup> See appendix 1 for more detailed coverage of topics by Year groups and to show progression of learning

<ul style="list-style-type: none"> <li>● Families and Friendships</li> <li>● Safe Relationships</li> <li>● Respecting Ourselves and Others</li> </ul>	<ul style="list-style-type: none"> <li>● Belonging to a Community</li> <li>● Media Literacy and Digital Resilience</li> <li>● Money and Work</li> </ul>	<ul style="list-style-type: none"> <li>● Physical Health and Mental Health</li> <li>● Growing and Changing</li> <li>● Keeping Safe</li> </ul>
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Topics covered within in Growing and Changing:

- Reception will name body parts and identify differences to their bodies and how boys and girls are different and begin to use scientific terminology where appropriate of general body parts
- Year 1 will describe what babies look like and how they behave
- Year 2 will use scientific words to name body parts including external genitalia and understand the human life cycle
- Year 3 will describe the main physical differences between male and female bodies and recognise how our needs have changed since we were a baby.
- Year 4 identify human reproductive organs, understand key facts of the menstrual cycle, learn about wet dreams and erections and personal hygiene.
- Year 5 will cover personal and gender identity and personal hygiene during puberty.
- Year 6 will cover consent, sexual intercourse, pregnancy and responsibilities of being a parent.

### **How will RSHE be taught in our school?**

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 schools Christian Vision and Values.

Values such as such as 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 had the content made accessible to them by the class teacher by adapting the teaching to meet their specific needs.

At St Martin's C of E Primary School RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as the school nurse). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.

### **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 the Diocese, governors, staff and shared with parents.

It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision of the school.

This policy should be read in conjunction with The Equalities Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance> , our Diversity and Equality policy and our Safeguarding and Child protection policy.

## Appendix 1: Curriculum Map

YEAR GROUP	TOPICS AND TERMS		
	AUTUMN RELATIONSHIPS	SPRING LIVING IN THE WIDER WORLD	SUMMER HEALTH AND WELLBEING
Reception	<p><b>Families and Friendships</b></p> <ul style="list-style-type: none"> <li>- Families</li> <li>- special events and days</li> <li>- Forming positive relationships</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>-To separate from main carer</li> <li>-To show confidence in themselves</li> <li>-To be able to express own feelings</li> <li>-To know who helps keep me safe</li> <li>-To learn what is appropriate behaviour.</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <ul style="list-style-type: none"> <li>-Listening to others and following instructions</li> <li>-To respect others through turn taking and sharing</li> </ul>	<p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>-Use technology for different activities</li> <li>-To know what the internet is</li> </ul> <p><b>Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>-To communicate freely about home and their community</li> <li>-To identify how they can look after their own and schools' resources</li> <li>-To show sensitivities to others' needs</li> <li>-To recognise how to work as part of a group or class</li> <li>-To recognise features of their environment</li> </ul>	<p><b>Health and Wellbeing</b></p> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>-To understand the Green cross code</li> <li>-To identify who the three main emergency services are and how they help us</li> </ul> <p><b>Physical Health and Mental Health</b></p> <ul style="list-style-type: none"> <li>-To manage their own basic hygiene and personal needs</li> <li>-To move confidently in a range of ways</li> <li>-Talk about myself in positive terms.</li> <li>-To identify their own abilities</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>-To identify why boys and girls are different</li> <li>-To identify different body parts and talk about changes, e.g. height, weight, foot size</li> </ul>

YEAR GROUP	TOPICS AND TERMS		
	AUTUMN RELATIONSHIPS	SPRING LIVING IN THE WIDER WORLD	SUMMER HEALTH AND WELLBEING
Year 1	<p><b>Families and Friendships</b></p> <ul style="list-style-type: none"> <li>- Roles of different people</li> <li>- Families</li> <li>- Feeling cared for</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>- Recognising privacy</li> <li>- Staying safe</li> <li>- Seeking permission</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <ul style="list-style-type: none"> <li>- how behaviours affect others</li> <li>- being polite and respectful</li> </ul>	<p><b>Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>- What rules are</li> <li>- Caring for others' needs</li> <li>- Looking after the environment</li> </ul> <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>-Using the internet and digital devices</li> <li>-Communicating online</li> </ul> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>-Strengths and interests</li> <li>-Jobs in the community</li> </ul>	<p><b>Physical Health and Mental Health</b></p> <ul style="list-style-type: none"> <li>- Keeping healthy</li> <li>- Food and exercise</li> <li>- Hygiene routines</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>- Recognising what makes them unique and special</li> <li>- Feelings</li> <li>- Managing when things go wrong</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>- How rules and age restriction help us</li> <li>- Keeping safe online</li> </ul>

YEAR GROUP	TOPICS AND TERMS		
	AUTUMN RELATIONSHIPS	SPRING LIVING IN THE WIDER WORLD	SUMMER HEALTH AND WELLBEING
Year 2	<p><b>Families and Friendships</b></p> <ul style="list-style-type: none"> <li>- Making friends</li> <li>- Feeling lonely and getting help</li> </ul> <p><b>Safe Relationship</b></p> <ul style="list-style-type: none"> <li>- Managing secrets</li> <li>- Resisting pressure and getting help</li> <li>- Recognising hurtful behaviour</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <ul style="list-style-type: none"> <li>- Recognising things in common and differences</li> <li>- Playing and working cooperatively</li> <li>- Sharing opinions</li> </ul>	<p><b>Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>- Belonging to a group</li> <li>- Roles and responsibilities</li> <li>- Being the same and different in the community</li> </ul> <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>- The internet in everyday life</li> <li>- Online content and information</li> </ul> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>- What money is</li> <li>- Needs and wants</li> <li>- Looking after money</li> </ul>	<p><b>Physical Health and Mental Health</b></p> <ul style="list-style-type: none"> <li>- Why sleep is important</li> <li>- Medicines and keeping healthy</li> <li>- Keeping teeth healthy</li> <li>- Managing feelings and asking for help</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>- Growing older</li> <li>- naming body parts</li> <li>- moving class or year groups</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>- Safety in different environments</li> <li>- Risk and safety at home</li> <li>- Emergencies</li> </ul>

YEAR GROUP	TOPICS AND TERMS		
	AUTUMN RELATIONSHIPS	SPRING LIVING IN THE WIDER WORLD	SUMMER HEALTH AND WELLBEING
Year 3	<p><b>Families and Friendships:</b></p> <ul style="list-style-type: none"> <li>- What makes a family</li> <li>- Features of a family that being part of a family provides support, stability and love</li> </ul> <p><b>Safe Relationships:</b></p> <ul style="list-style-type: none"> <li>- Personal boundaries</li> <li>- safely responding to others</li> <li>- the impact of hurtful behaviour</li> </ul> <p><b>Respecting Ourselves and Others:</b></p> <ul style="list-style-type: none"> <li>- Recognising respectful behaviour</li> <li>- the importance of self-respect courtesy and being polite</li> </ul>	<p><b>Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>- The Value of rules and laws</li> <li>- Rights</li> <li>- Freedoms and responsibilities</li> </ul> <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>- How the internet is used</li> <li>- Assessing information online</li> </ul> <p><b>Money and Work:</b></p> <ul style="list-style-type: none"> <li>- Different jobs and skills</li> <li>- Job stereotypes</li> <li>- Setting personal goals</li> </ul>	<p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Health choices and habits</li> <li>- What affects feelings</li> <li>- Expressing feelings</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>- Personal strengths and achievements</li> <li>- managing and reframing setbacks</li> </ul> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>- Risks and hazards</li> <li>- Safety in the local environment and unfamiliar places</li> </ul>

YEAR GROUP	TOPICS AND TERMS		
	AUTUMN RELATIONSHIPS	SPRING LIVING IN THE WIDER WORLD	SUMMER HEALTH AND WELLBEING
Year 4	<p><b>Families and Friendships</b></p> <ul style="list-style-type: none"> <li>- Positive friendships, including online</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>- Responding to hurtful behaviour</li> <li>- Managing confidentiality</li> <li>- Recognising risks online</li> </ul> <p><b>Respecting Ourselves and Others:</b></p> <ul style="list-style-type: none"> <li>- Respecting differences and similarities</li> <li>- Discussing difference sensitively</li> </ul>	<p><b>Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>- What makes a community</li> <li>- Shared responsibilities</li> </ul> <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>- How data is shared and used</li> </ul> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>- Making decisions about money; using and keeping money safe</li> </ul>	<p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Maintaining a balanced lifestyle</li> <li>- Oral hygiene and dental care</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>- Physical and emotional changes in puberty</li> <li>- External genitals</li> <li>- Personal hygiene routines</li> <li>- Support with puberty</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>- Medicines and household products</li> <li>- Drugs common to everyday life</li> </ul>

YEAR GROUP	TOPICS AND TERMS		
	AUTUMN RELATIONSHIPS	SPRING LIVING IN THE WIDER WORLD	SUMMER HEALTH AND WELLBEING
Year 5	<p><b>Families and Friendships</b></p> <ul style="list-style-type: none"> <li>- Managing friendships and peer influence</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>- Physical contact and feeling safe</li> </ul> <p><b>Respecting Ourselves and Others:</b></p> <ul style="list-style-type: none"> <li>- Responding respectfully to a wide range of people</li> <li>- Recognising prejudice and discrimination</li> </ul>	<p><b>Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>- Protecting the environment</li> <li>- Compassion towards others</li> </ul> <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>- How information online is targeted</li> <li>- Different media types, their role and impact</li> </ul> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>- Identifying job interests and aspirations</li> <li>- What influences career choices</li> <li>- Work place stereotypes</li> </ul>	<p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Healthy sleep habits</li> <li>- Sun safety</li> <li>- Medicines, vaccinations, immunisations and allergies</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>- Personal identity</li> <li>- Recognising individuality and different qualities</li> <li>- Mental well being</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>- Keeping safe in different situations, including responding to emergencies, first aid and FGM</li> </ul>

YEAR GROUP	TOPICS AND TERMS		
	AUTUMN RELATIONSHIPS	SPRING LIVING IN THE WIDER WORLD	SUMMER HEALTH AND WELLBEING
Year 6	<p><b>Families and Friendships</b></p> <ul style="list-style-type: none"> <li>- Attraction to others</li> <li>- Romantic relationships</li> <li>- Civil partnerships and marriage</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>- Recognising and managing pressure</li> <li>- Consent in different situations</li> </ul> <p><b>Respect Ourselves and Others:</b></p> <ul style="list-style-type: none"> <li>- Expressing opinions and respecting other points of view, including discussing topical issues.</li> </ul>	<p><b>Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>- Valuing diversity</li> <li>- Challenging discrimination and stereotypes</li> </ul> <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>- Evaluating media sources</li> <li>- Sharing things online</li> </ul> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>- Influences and attitudes to money</li> <li>- Money and financial risks</li> </ul>	<p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>- What affects mental health and ways to take care of it</li> <li>- Manage change, loss and bereavement</li> <li>- Managing time online</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>- Human reproduction and birth</li> <li>- Increasing independence</li> <li>- Managing transitions</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>- Keeping personal information safe</li> <li>- Regulations and choices</li> <li>- Drug use and the law</li> <li>- Drug use and the media</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			
Any other information you would like the school to consider			
Parent signature			

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