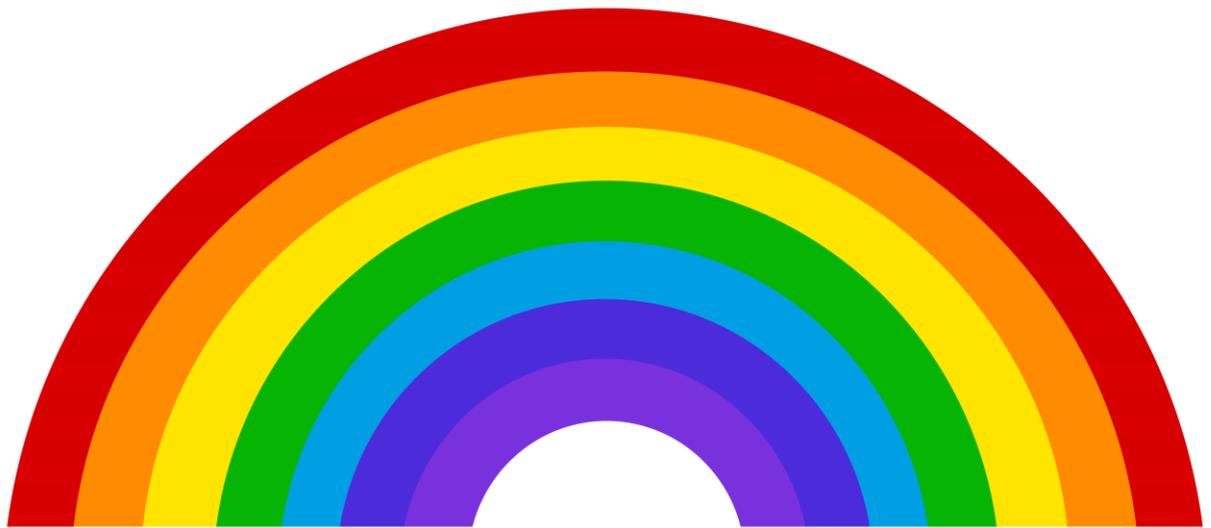


# **Farnsfield St Michael's C of E Primary School**



**FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL**

## **Relationships, Sex and Health Education (RSHE) Policy**

## **Our School's Approach to RSHE**

Our school's approach to Relationship, Sex and Health Education (RSHE) is underpinned by our Rainbow Values and 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 Farnsfield St Michael's CofE 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) 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 Farnsfield St Michael's CofE 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 all family relationships (including marriage), friendships and relationships with peers and adults.

### **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.

### **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 curriculum.

In this school we have decided that it is also important to include discussion around positive body image and self-awareness and understanding positive relationships, to educate the children in our community for adulthood (and for secondary school) in their last year of primary school.

### **The right to withdrawal from sex education**

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 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.

The school will document this process to ensure a record is kept.

### **The RSHE Curriculum**

At Farnsfield St Michael's CofE Primary we teach RSHE alongside our PSHE 'Heart Smart' Curriculum. In addition to the HeartSmart curriculum, we will be following learning outcomes and lesson planning activities from the 'Goodness and Mercy' RSHE resources for Church of England Schools. <https://goodnessandmercy.co.uk/>

At key stage 1 relationships and health education modules are taught and at key stage 2 relationships, health and sex education modules are taught. These are as listed below:

At Key Stage 1 the Relationships education topics include:

- Families
- What is a friend?
- What is Bullying?
- My Body: worth keeping safe

At Key Stage 1 the Health education topics include:

- Our Wonderful Bodies
- How we love and care for ourselves (exercise, being in nature, healthy food, good sleep)
- How we love and care for ourselves (B: personal care, hygiene (including teeth cleaning), sun safety, prayer and meditation, hobbies and helping others)
- Keeping Safe with screens
- Talking about Feelings

At Key Stage 2 the Relationships education topics include:

- Families
- Friendships
- Relationships and Marriage
- Anti-bullying
- Making good boundaries

At Key Stage 2 the Health education topics include:

- Managing your feelings: talking about mental health
- Looking after your body: exercise and eating healthy
- Looking after yourself: Sleep, rest, spiritual practices, personal hygiene and helping others
- Looking after your body: Knowing facts and avoiding risks - alcohol, smoking and drugs (Year 5&6 – DARE Teaching sessions)

At Key Stage 2 there will also be a puberty module covered in Year 5. This includes:

- My body is changing
- Feelings and Puberty
- Personal Hygiene
- Menstruation

At Key Stage 2 the Sex education topics are taught at Year 6 and include:

- What is Love?
- Being attracted to someone
- How do people have sex?
- How human life begins: pregnancy and birth
- Being a parent/carer

Please See Appendix 1 for the Pupil Outcome at Key Stage 1 and Key stage 2 for relationships, health and sex education. These are the requirements for RSHE from the Department for Education [click [here](#)]

### **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.

Our school Rainbow Values along with wider Christian values such as integrity, self-control, courage, humility, kindness, generosity and a sense of justice will be at the forefront of this teaching and learning.

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited. The RSHE subject leader, Louise Carpenter, will continue to monitor and review this curriculum subject.

Pupils with SEND will have had the content made accessible to them by appropriate differentiation and support dependent upon their needs, as they would with any curriculum subject.

At Farnsfield St Michael's CofE Primary RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid, DARE). 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.

### **How will RSHE 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.

## **Difficult Questions & Sensitive Issues**

At St Michael's we provide opportunities for pupils to 'talk honestly and openly.' At the same time, we must respect the pace of pupils' maturation. We feel that some topics are best postponed until the secondary school years. If pupils raise questions regarding issues that we do not feel it is the place of the teacher to respond to, parents will be consulted and invited to make an appropriate response to the pupil.

## **The role of the parents and community**

We actively seek the support of the parents in the delivery of RSHE and will offer open evenings regarding the curriculum taught to Year 5 and 6 children prior to delivery. We encourage other valued members of the community to work with us to provide advice and support to the pupils with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSHE programme. Other people that we call on include local clergy, social workers and church youth workers.

## **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively. It is also the responsibility of the Headteacher to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity; including safeguarding.

The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with pupils on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **Policy Review**

This policy has been produced in consultation with the governing body, staff and parents.

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|------------------------------------|-----------------|
| This policy will be reviewed:      | Every 2 years   |
| It is due to be reviewed again on: | Spring 2025     |
| It was approved by LGB on:         | Spring 2023     |
| Signed by Chair of Governors:      | <i>K Weaver</i> |

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

| 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> |

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| <p><b>Screen time and screen-safety</b></p> | <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. <b>(Safeguarding)</b></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>   |
| <p><b>Alcohol, smoking and drugs</b></p>    | <p>n/a at KS1</p>   | <ul style="list-style-type: none"> <li>• Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. <b>(Citizenship)</b></li> <li>• Pupils show understanding of the risks and effects of legal drugs common to 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.</li> <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> |
| <p><b>First Aid</b></p>                     | <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>  |
| <p><b>Puberty</b></p>                       | <p>n/a at KS1</p>   | <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. <b>(Science)</b></li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <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>   |
| <p><b>Key theology for Church of England / Methodist schools</b></p> | <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> |

| Strand            | Key Stage 1  | Key Stage 2  |
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| <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>  |

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| <p><b>Relationships and Marriage</b></p> | <p>n/a</p>  | <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 promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). (RE)</li> </ul> |
| <p><b>Anti-bullying</b></p>              | <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>   |
| <p><b>Making good boundaries</b></p>     | <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> </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>  |

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|                     | <ul style="list-style-type: none"> <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>   |   |
| <b>Parenting</b>    | n/a at KS1  | n/a at KS2  |
| <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> <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> | <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 Christian ideas about repentance, forgiveness reconciliation and peace.</li> <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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| <b>Topic</b>                                      | <b>Key Stage 2 outcomes</b><br>Sex education has frequent overlap with relationships education and they should not be seen as distinct. Sex education also overlaps with health education and science so connections should be made.  |
| Status:   | <b>NON-MANDATORY</b>  |
| <b>The right to withdraw</b>                      | At Key Stage 1 there is no sex education.<br><br>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.<br><br>Parents have the right to withdraw their child.   |
| <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>   |

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| <p><b>The media, self-esteem , advertising, online file and image sharing. and the impact and use of pornography</b></p> | <p>n/a at KS2</p>  |
| <p><b>Keeping safe from peer-pressure, unplanned conception and sexually transmitted diseases</b></p>                    | <p>n/a at KS2</p>  |
| <p><b>Key theology</b></p>   | <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> |