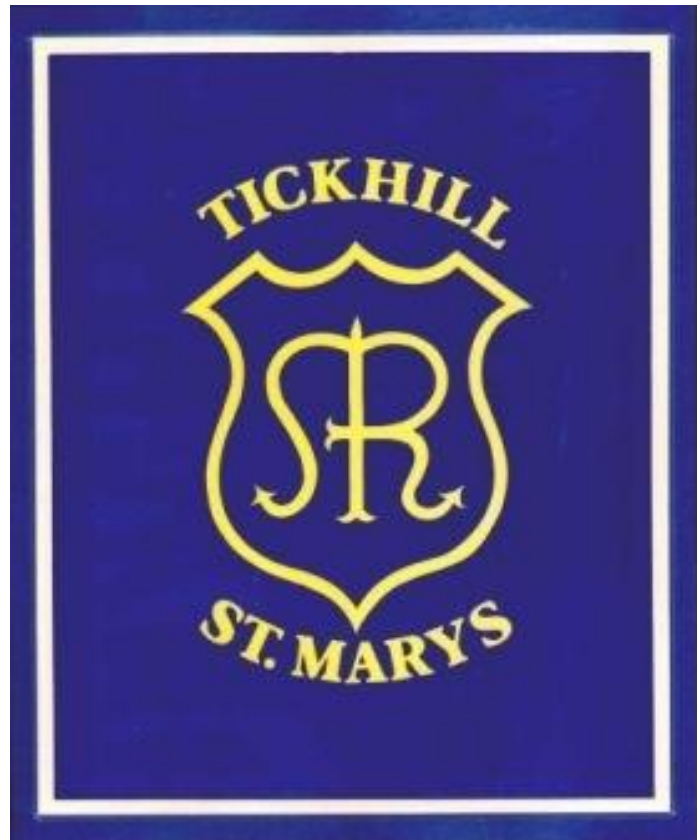


# St Mary's C.E. Primary and Nursery School



RSHE and SMSC Policy

*Growing together, learning together*

### **Monitoring and Review**

It is the responsibility of our governing body to agree and monitor our policies. The Curriculum and Standards Team has this responsibility, though the day to day management of it is devolved to the Head Teacher.

As with all our policies, this was developed following a period of practice and consultation before being presented for Governors' consideration.

*JMSanderson*

### **Mission Statement**

*'Here at St Mary's Church of England Primary School, through our Christian values, we aspire to nurture and educate the whole child: caring for their well-being, celebrating their individual talents and abilities whilst encouraging them to become lifelong learners. It is our aim that children, parents and school staff should work together towards this end.'*

### **Equal Opportunities**

At Tickhill St Mary's School we are committed to giving all our children every opportunity to achieve the highest of standards. We acknowledge the right of every individual to be treated fairly and with respect regardless of appearance, age, race, gender identity, background, creed, attainment, ability or sexual orientation. We aim to fulfil this ideal through our policies and practice.

### **Christian Ethos**

Tickhill St Mary's School is a Church of England School and, as such, we ensure that the Christian ethos is central to all our policies and practice.

### **Safeguarding Statement**

St Mary's Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment.

### **Introduction**

Our school's policy on sex, relationships and health education is based on the DFE document *Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance 2019* made under sections 34 and 35 of The Children and Social Work Act 2017 and the *National Curriculum for Science 2014*. 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)*. All aspects of the curriculum will meet the requirements of the Equalities Act 2010.

The policy was created by the subject leader for RSHE following consultation with staff, governors and parents of the school (March 2020). It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships, Sex and Health education (RSHE).

### **What is Relationships, Sex and Health Education?**

RSHE is learning about the emotional, social and physical aspects of growing up, sex, human sexuality and sexual health. Some aspects are taught within Science, and others are taught within the Relationship, Social and Health Education (RSHE) programme of study. A comprehensive programme of RSHE provides accurate information about the body, reproduction, health and sexual health in an age appropriate manner. It also gives young children essential skills for building positive, enjoyable, respectful and non-exploitative relationships, whilst staying healthy both on and offline.

### **Policy Intent**

At St Mary's, our RSHE curriculum reflects the school's vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident and healthy lives to become informed, active and responsible citizens within society.

It will be taught in the context of relationships, promoting self-esteem and emotional health and well-being, to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSHE must include information about physical, moral and emotional development. The school will ensure that pupils are given information appropriate to their age and stage of development including for those children with special educational needs.

St Mary's believes in working in partnership with parents and carers, acknowledging that the majority of our parents and carers agree they are the main educators of relationship, sex and health education. We recognise the importance of sharing our RSHE programme of study with families so that they are able to support their children at home.

When we teach about sex, it is in the context of healthy relationships and family life.

Through our teaching, we aim:

- To clarify and reinforce existing skills
- To raise pupils' self-esteem and confidence in themselves
- To understand the importance of safe and stable relationships that promote love, respect and care
- To develop decision making, assertiveness and resilience skills
- To be confident members of society whilst valuing themselves and others
- To gain a secure knowledge of a healthy lifestyle
- To be aware of the influences of peers, the media and online and how to keep themselves safe
- To respect and care for their bodies

- To be prepared for puberty and adulthood
- To respond to the needs of pupil, parents and carers by providing accurate knowledge of sexual matters at an appropriate age and level of understanding
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways.

### **Organisation and Delivery**

RSHE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: Science, Religious Education, Computing, Physical Education, RSHE and Citizenship.

Where RSHE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, local clergy, social workers and youth workers, make a valuable contribution to the RSHE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSHE curriculum.

Whilst many aspects of RSHE are taught throughout the year, some specific age- related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

### **Early Years Foundation Stage (EYFS)**

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Nursery and Reception classes. Through the EYFS Curriculum children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings. Whilst learning about "Understanding the World", children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. They learn about how families can be structured in different ways, but that different families can still provide the same love as traditional two-parent families. Children make observations of animals and plants and explain why some things occur, and talk about changes. Children learn about the importance of personal hygiene to maintain good health and about personal safety.

### **Key Stage 1**

Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body, using correct terminology. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults. Through the RSHE and RE syllabus, children reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children continue to learn about the importance of personal hygiene to maintain good health and about personal safety.

### **Key Stage 2**

Through the Science curriculum, children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different

types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Through the Computing curriculum, children will learn about appropriate use of social media, cyber-bullying and online safety. Within RSHE and RE, children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex Education is taught as a discrete subject to children in the following year groups, usually during the summer term:

### **In Year 5**

Children learn about physical changes in the body, personal hygiene and relationships, including emotions and feelings. Lessons focus on the key questions: What are the differences between male and female bodies? What is puberty? How does your body change within puberty? What are the reasons for this change?

### **In Year 6**

Children will revisit the topics that were covered in year 5 regarding physical changes in the body. In addition they will learn about healthy and loving relationships. Lessons focus on the key questions: How do our bodies work? How do we cope with changing emotions and relationships? What is a loving relationship? What is a sexual relationship? How is a baby conceived? How do babies grow? What influences our body image? What is menstruation and why does it happen?

### **Equal Opportunities**

The RSHE programme will be delivered in accordance with the school's Inclusion Policy, Safeguarding Policy, Valuing All God's Children (2019) and the Equality Act (2010). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of family. Pupils will be taught that the term relationship may refer to two people of the same or different gender, ethnicity, religion/belief, or ability/disability. The promotion of any specific type of relationship shall not occur.

### **Right of withdrawal**

St. Mary's CE Primary school will inform parents when aspects of sex education are taught and will provide opportunities for parents to view a sample of resources used in lessons. Parents have the right to withdraw their children from aspects of sex education that are not included in the Science curriculum. Alternative work will be set for children who have been withdrawn from these lessons. If a parent would like to withdraw their child from all or part of the sex education programme, they should meet with the headteacher to discuss this and put their decision in writing, making it clear which aspects of the curriculum they do not wish their child to participate in. Relationships Education, Science and Religious Education are statutory parts of the school's curriculum and, consequently, parents may not withdraw from these lessons.

### **Confidentiality**

Teachers conduct lessons within the RHSE programme of study in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in

sexual activity, then the staff member will take the reference seriously, and deal with it as a matter of child protection. This will then follow the school's procedures for child protection and safeguarding.

**Links with other Policies**

Due to the nature of the subject, this policy should be read and implemented in conjunction with other policies.