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Relationships, Sex and Health Education Policy

Mission Statement

All children are individual gifts from God, to be cherished, protected and nurtured.

Our mission is to support and challenge them to be the best that they can be in a safe and caring learning environment where respect, responsibility, individuality and co-operation are valued.

Church School Vision

Emmaus is an organisation based on Christian principals, values and aims. Serving two Church of England primary schools we use the following phrase to encapsulate our Christian vision...

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

All in our team are committed to the Emmaus Philosophy.

As in the gospel story of two travellers who meet and are transformed and enriched by sharing part of their journey with a guide, we view our work with children to be a similar brief opportunity to make a lifelong difference to their future lives.

For part of the children's life journey we will have the privilege to walk with them. During these fleeting years, we commit to ensuring that your child is enriched, challenged, supported, comforted and developed, to be the best that they can be in all that they do.

Our Founding Values:

- Love
- Respect
- Inclusion
- Compassion
- Forgiveness

Values and Aims

- We believe that children lie at the very heart of everything that we do, each with their own talents to be shared and developed, regardless of gender, race, background, faith or ability.
- We believe that children learn best when they are having fun, feeling happy, safe and secure within a warm welcoming and respectful environment.

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- We believe that children should be encouraged, supported, challenged and developed to realise their full potential in all aspects of their life.
- We recognise that their childhood is fleeting, and as such every moment should be celebrated and every achievement shared.
- We believe that our children should grow up in an environment where they can encounter the widest possible range of high quality, inspirational learning opportunities.
- We value and encourage the links made between the school, the family at home and all in our village communities.
- We aim for all children to become independent thinkers, lifelong learners and positive participants in the school and wider community.
- We aim to develop positive attitudes towards personal health through physical and mental well-being.
- We aim for children to recognise and value cultural and faith diversity within the local and global community. Developing lifelong attributes of acceptance, respect and understanding.

Curricular Aims

The school has the following learning aims:

- To become successful learners who enjoy learning, make progress and achieve.
- To become confident individuals who are able to live safe, healthy and fulfilling lives.
- To become responsible citizens who make a positive contribution to society.

In addition to these national aims the school also has the following three specific aims:

- For children to experience, recognise and come to reflect the love of God in all that they do and say.
- For children to recognise that they live in a diverse multicultural society within a global setting.
- For children to recognise that their choice of action affects God's world both now and for future generations - learning to develop lifelong habits of sustainable living.

This policy has been developed in consultation with all stakeholders, including governors, staff, pupils and parents/carers.

A Definition of Relationships, Sex and Health Education for Church Schools

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education (RSHE) and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives.

RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSHE in church schools, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

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Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference 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 reproduction will be taught through the Science Curriculum. Parents do not have the right the excuse their children from this aspect of the curriculum.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction.

Parents/guardians do not have the right to withdraw from this aspect of the curriculum. We have decided that it is important to include sex education in the curriculum to protect and prepare the children in our community. Parents/carers do have the right to excuse their children from this aspect of Sex Education (see below for more information).

Some areas of Relationships Sex and Health Education are covered by the wider curriculum have been identified as:

Human Growth and Development: -

- Understand the idea of growing from young to old.
- Know that humans develop at different rates.

Parenting, Families, Life Cycle: -

- Know that babies have special needs.
- Acquire the skills of caring for young animals.
- Know that there are different types of family and be able to describe the role of individuals within the family.
- Know about the rituals associated with birth, marriage and death and be able to talk about emotions involved.

Relationships:

- Encourage co-operation with others in work and play.
- Appreciate ways in which people learn to live and work together.
- Begin to recognise the range of human emotions and ways to deal with these.

Sexuality, Sexual identity, Self-esteem:

- Describe roles of individuals within families.
- Understand the importance of valuing oneself and others.

Child Protection and Safety:

- Know about personal safety and that individuals have rights over their own bodies.
- Know that there are differences between a good and a bad touch.
- Develop and practise simple ways of keeping safe and know who to turn to for help.

Personal and Social Skills:

- Encourage discussion about emotions to share experiences.

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By the end of Key Stage 1

pupils will be able to:

- Recognise and compare the main external parts of the body (Science)
- Recognise similarities and differences between themselves and others and treat others with sensitivity (Science)
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals including humans grow and reproduce (Science)
- That humans and animals can produce offspring and these grow into adults (Science)
- The basic rules for keeping themselves safe and healthy -
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

By the end of Key Stage 2

Pupils will be able to:

- express opinions, for examples about relationships and bullying
- listen to and support others
- respect other viewpoints and beliefs
- recognise their changing emotions with friends and families and be able to express their feelings positively
- identify adults that they can trust and who they can ask for help
- be self-confident in a wide range of new situations such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being

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and that of others

- seeing things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes. For example, in relation to gender
- recognise the pressure of unwanted physical contact and know ways of resisting it

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages in the human life cycle
- that safe routines can stop the spread of viruses including HIV
- about physical changes that take place during puberty, why they happen and how to manage them
- the many relationships in which they are involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about and accept a wide range of different family arrangements for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered

- the diversity of lifestyles
- others' points of view, including their parents and carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships

Teaching Methods and Resources

Active learning methods which involve children's full participation are used and SRE takes place within normal classroom provision of mixed-sex classes.

Staff help children to develop the confidence to talk, listen and think about sex and relationships through the use of the following strategies:

- establishing 'ground rules' (see below);
- role play and drama;
- class discussion;
- group discussion;
- circle time;
- reflection time.

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All teachers are committed to delivering the RSHE curriculum.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSHE. To this end, ground rules have been agreed to provide a common framework within which to teach and to deal with issues.

- Pupils will be given preparation and warning time so that they will know how to minimise any embarrassment they feel.
- No one (staff or pupil) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- From Reception onwards only the correct names for body parts will be used -breast, penis, vagina, bottom
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual child will ask an explicit or difficult question in the school setting. Where appropriate all questions will be answered fully and honestly. If a question is considered inappropriate due to the age appropriateness of the enquiry, the explicit nature of the question or its social and moral connotations the teacher will seek advice on how to respond from the RSHE or PSHE Subject Leader. Where concern remains, the question may be referred to the parent to respond to appropriately. If a question or comment raises a Child Protection concern the Headteacher should be informed so that Child Protection and Safe Guarding procedures can be followed.

Responding to Difficult Questions

Children will be allowed to ask questions of their teacher in accordance with the ground rules established at the outset of the unit of work. Where questions are considered appropriate, the teacher will respond in an honest and factual way. If the class teacher is uncomfortable answering a particular question, due to its age inappropriate content, it may be deferred and advice sought from the Subject Leader/ Senior Leader about how to progress. The teacher may choose to use an age appropriate system allowing the children to table questions anonymously.

Statutory Requirements

As a local authority maintained church school, we are statutorily required to provide Relationships Education to all pupils under section 34 of the Children and Social Work Act 2017. We are not required to provide Sex Education, but we are required to teach elements of sex education contained within the Primary Science curriculum.

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

At Swineshead St Mary's Church of England Primary School and Sutterton Fourfields Church of England Primary School, we teach RSHE as set out in this policy.

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RSHE Curriculum

Our RSHE curriculum has been developed in consultation with various stakeholders, including governors, staff, pupils and parents/carers and considers the context of the school and its pupils.

This RSHE curriculum has been planned in the context of our broader curriculum intent, and the delivery of this part of the curriculum is one of the ways in which we seek to realise our overarching distinctively Christian vision. It reflects core Christian teachings about human beings and healthy relationships, including the belief that all are made in the image of God, are loved by God and are therefore to be treated with dignity and respect. This enables our pupils to understand that they should value the gift of themselves and recognise and respect this gift of uniqueness in others by seeking out healthy relationships. It will also help them understand a range of Christian views on the importance of long-term relationships as building blocks for family stability.

Delivery of RSHE

RSHE is taught as part of the broader PSHE curriculum. Biological aspects of RSHE are taught within the Primary Science Curriculum and some elements of RSE may be taught within the RE curriculum, particular with relation to a range of views on relationships from religions and worldviews. Teaching is delivered by class teachers; some elements of RSHE education are delivered by a trained health professional. The school uses a range of resources to deliver effective RSHE and all staff involved in delivering RSHE receive appropriate training and support. Pupil progress and attainment in RSHE will be monitored annually.

All RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The RSHE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (e.g. 1 Peter 2:17).

For more information about the delivery of RSHE, please contact the RSHE curriculum leader, Mrs C Collett.

Parental Right to Withdraw from Sex Education

Parents/guardians do not have the right to withdraw their children from Relationships Education. Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians do not have the right to withdraw their children from the Science Curriculum.

Parents have the right to withdraw their children from the non-science elements of Sex Education within RSHE. Requests for withdrawal should be put in writing to the head teacher. We will invite you to talk through your concerns, review the materials we use and explain our rationale. Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.

This policy will be monitored and reviewed by stakeholders on Thursday 23rd January 2020

It was approved by the Full Governing Body on 4th February 2020

Signed: Mrs CV Collett

Mrs R Blowers

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