

# St Matthew's High Brooms CE Primary School

Powder Mill Lane  
Tunbridge Wells  
Kent  
TN4 9DY



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

Headteacher: Mrs Sonia Phillips  
Chair of Governors: Mrs Karen Stevenson

Ratified: July 2023  
Next Review: July 2024

Policy written by: Sonia Phillips

*Fulfilling God-given potential*

*Distinctive Christian values-  
Honesty, Kindness, Respect, Responsibility*

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## Our School Vision

### ‘Fulfilling God-given potential’

At St Matthew’s School we recognise that each person has unique gifts and seek to enable them to fulfil their God-given potential.

“See how very much our father loves us, for he calls us his children, and that is what we are!” (1 John 3 v1, New Living Translation)

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#### 1. 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

#### 2. Statutory requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At St Matthew’s CE Primary School we teach RSE as set out in this policy.

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

At St Matthew’s CE Primary School we teach RSE as set out in this policy and this will be inspected during any SIAMS inspection from September 2021.

‘Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others?’

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity, however it is to teach pupils about how babies are made in the context of a loving relationship.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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 appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils will be taught RSE using 'Life to the Full' resources. RSE curriculum will reflect our school values of Honesty, Kindness, Respect and Responsibility and fully supports our vision of 'fulfilling God-given potential.'

'*Life to the Full*' offers an opportunity to ground the RSHE curriculum in an acknowledgment of the worth and dignity of all people, rooted in the Christian belief that all are divinely created and eternally loved. This offers an ethos that supports our sense of individual and communitarian value, affirms that relationships (including intimate relationships) should and can be life-giving and offers resounding reasons for looking after ourselves and others.'

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- How a baby grows and develops in the mother's womb
- Basic scientific facts about sexual intercourse between a man and a woman
- The physical, emotional and moral implications of sexual intercourse

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

## **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. This covers how babies are conceived. Parents cannot withdraw pupils from lessons about puberty as this forms part of the science curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by SLT.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the Governing Body.

## Appendix 1: Curriculum map: Taken from Life to the Full

	Unit 1 Me, my body, my health	Unit 2 Emotional well-being	Unit 3 Life Cycles	Unit 4 Personal relationships	Unit 5 Keeping safe	Unit 6 Living in the wider world
EYFS	<ul style="list-style-type: none"> <li>I am Me</li> <li>Heads, shoulders, knees and toes</li> <li>Ready Teddy?</li> </ul>	<ul style="list-style-type: none"> <li>I like, you like, we all like!</li> <li>Good feelings/bad feelings</li> <li>Let's get real</li> </ul>	<ul style="list-style-type: none"> <li>Growing up</li> </ul>	<ul style="list-style-type: none"> <li>Who's who?</li> <li>You got a friend in me</li> <li>Forever friends</li> </ul>	<ul style="list-style-type: none"> <li>Safe inside and out</li> <li>My body, my rules</li> <li>Feeling poorly</li> <li>People who help us</li> </ul>	<ul style="list-style-type: none"> <li>Me, you, us</li> </ul>
KS1	<ul style="list-style-type: none"> <li>I am unique</li> <li>Girls and Boys</li> <li>Clean and Healthy</li> </ul>	<ul style="list-style-type: none"> <li>Feelings, likes and dislikes</li> <li>Feeling inside out</li> <li>Super Susie gets angry</li> </ul>	<ul style="list-style-type: none"> <li>The cycle of life</li> </ul>	<ul style="list-style-type: none"> <li>Special people</li> <li>Treat others well</li> <li>Say sorry</li> </ul>	<ul style="list-style-type: none"> <li>Being safe</li> <li>Good secrets and bad secrets</li> <li>Physical contact</li> <li>Harmful substances</li> <li>Can you help me?</li> </ul>	<ul style="list-style-type: none"> <li>The communities we live in</li> </ul>
LSK2	<ul style="list-style-type: none"> <li>We don't have to be the same</li> <li>Respecting our bodies</li> <li>What is puberty? (Y4)</li> <li>Changing bodies (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>What am I feeling?</li> <li>What am I looking at?</li> <li>I am thankful</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles</li> </ul>	<ul style="list-style-type: none"> <li>Friends, family and others</li> </ul>	<ul style="list-style-type: none"> <li>Sharing online</li> <li>Chatting online</li> <li>Safe in my body</li> <li>Drugs, alcohol and tobacco</li> <li>First aid heroes</li> </ul>	<ul style="list-style-type: none"> <li>How do I love others?</li> </ul>

	Unit 1 Me, my body, my health	Unit 2 Emotional well-being	Unit 3 Life Cycles	Unit 4 Personal relationships	Unit 5 Keeping safe	Unit 6 Living in the wider world
UKS2	<ul style="list-style-type: none"> <li>• Gifts and talents</li> <li>• Girls' bodies</li> <li>• Boys' bodies</li> <li>• Spots and sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Body image</li> <li>• Peculiar feelings</li> <li>• Emotional changes</li> <li>• Seeing stuff online</li> </ul>	<ul style="list-style-type: none"> <li>• Menstruation</li> <li>• Making babies (Y)6</li> </ul>	<ul style="list-style-type: none"> <li>• Under pressure</li> <li>• Do you want a piece of cake?</li> <li>• Self talk</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing isn't always caring</li> <li>• Cyber bullying</li> <li>• Types of abuse</li> <li>• Impacted lifestyles</li> <li>• Making good choices</li> <li>• Giving assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Reaching out</li> </ul>



## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Non statutory sex education	<ul style="list-style-type: none"> <li>• how a baby grows and develops in the mother's womb</li> <li>• basic scientific facts about sexual intercourse between a man and a woman</li> <li>• the physical, emotional and moral implications of sexual intercourse</li> </ul> <p>THESE ARE THE ONLY ELEMENTS THAT PUPILS CAN BE WITHDRAWN FROM.</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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