

Relationships, Sex and Health Education Policy

Based on the LDBS Model Policy

This policy was reviewed in November 2025

This policy was approved by the Governing Body in December 2025

This policy will be reviewed by November 2026

(unless any changes are necessary prior to this date)

BELONGING | BELIEVING | ACHIEVING

"You are the light of the world."

Matthew 5:14

I. Vision and Associated Values

In line with our school vision, "You are the light of the world", this policy aims to ensure that Relationship and Sex education at St Matthew's is part of a child's broad, balanced curriculum, integral to children's all round development.

The Christian ethos of the school provides the context within which all personal development takes place. This means that Christian values and attitudes will permeate through the curriculum. Emphasis is placed on the significance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility.

2. Church of England Charter https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf

'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). This is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)
I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by

God.

Aims of the policy:

- Reflect the school's Church of England status.
- Reflect and strengthen the school's Christian ethos and culture.
- Include the teachings of the Church of England on marriage and relationships.
- Take place within a school environment which enables children and adults to flourish.
- 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, empathy and self-worth.
- Create a respectful culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Develop pupils' age-appropriate understanding of healthy relationships including respect and consent.
- Safeguard adults and children.
- Ensure RSE meets the requirements of the Equalities Act 2010 and the SEND Code of Practice.

3. STATUTORY REQUIREMENTS

In teaching RSE we must adhere with the following guidance:

- Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents
- (Ensure compliance. Note protected characteristics in chapter 1)
- Education Act 1996
- Children and Social Work Act 2017
- Keeping Children Safe In Education
- Valuing All God's Children
- DfE RSE Guidance Document (Reference Paragraphs 13, 14, 19, 20, 21 and 22)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- DfE Political Impartiality Guidance

[6.7731 DfE Political Impartiality Guidance Pamphlet WEB 004](#)

- SIAMS Evaluation Strand 5 (RSE)
- British Values
- Safeguarding Policy
- Behaviour & Anti- Bullying Policy

4. Policy Development

Governors must consult with parents in developing and reviewing their policy and are required to

renew this policy at least every three years.

5.ORGANISATION

5.1 Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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.

5.2 Whole School Curriculum

We teach about RSE through different aspects of the curriculum. Whilst the main sex education is taught in our personal, social and health education (PSHE) curriculum, sex education is also taught through other subject areas (for example, Science, RE and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

From Early Years, in PSED and PSHE we teach children about different aspects of relationships, and we encourage children to discuss issues. We also teach about the parts of the body and how these work. From Year 5, we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls.

In Science lessons in all key stages, teachers inform children about body changes and how babies are born. For this aspect of our teaching we follow the guidance material in the Science National Curriculum (2016). In Early Years and Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body.

In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth. In RE, the children learn to appreciate the fact that people are not all the same, and have different beliefs and values, and that we need to respect each other. In PE, we teach the children about their bodies, about keeping healthy and safe, and about physical development.

Our Skills and Progression Map is set out as per Appendix I.

5.3 Specific RSE provision (upper KS2)

In the Summer term in Year 5 and 6, we provide specific RSE, as many children are beginning to experience puberty, and become aware of sexuality. We liaise with the Local Health Authority (via

the School Nurse) about suitable teaching materials to use with our children in these lessons. Teachers answer questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We inform all parents and carers of children in Years 5 & 6 about this particular programme of lessons (supplied by the NHS), to explain what the issues are, and how they are taught, and offer them the opportunity to see the materials the school uses in its teaching.

We encourage other valued members of the community to work with us to provide advice and support to the children 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 RSE programme. Other people that we call on may include local clergy, social workers and youth workers.

6. Monitoring and Evaluation:

RSE can be taught as a standalone subject or within the Science and PSHE curriculum.

The delivery of RSE is monitored by the Head of Inclusion and Wellbeing through monitoring arrangements such as planning, scrutinies, learning walks and informal conversations with the pupils about their work.

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

7. ROLES & RESPONSIBILITIES

The role of the Governing Body

The Governing Body will approve the RSE policy and hold the Executive Headteacher to account for its implementation. The Pupils and Curriculum Committee, in partnership with the Executive Headteacher, reviews this policy every 3 years and makes recommendations to the full Governing Body as necessary.

The role of the Acting Headteacher

It is the responsibility of the Acting Headteacher to ensure that the policy is implemented effectively and taught consistently. It is also the Acting Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about RSE effectively, and handle any difficult issues with sensitivity.

The Acting Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the

school policy, and work within its framework.

The Acting Headteacher monitors this policy on a regular basis, and reports to governors on the effectiveness of the policy. The DSL and/or DDSL will deal with any Child Protection issues which arise through RSE, in consultation with health care professionals (see also our policy on Safeguarding).

The role of the class teacher

It is the responsibility of the class teacher to implement the curriculum for RSE and attend to the pastoral needs of the pupils in his/her class. Teachers should conduct RSE lessons in a sensitive manner, and in confidence. If a child makes a reference to being involved (or likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person(s) for child protection issues about their concerns.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modeling 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/non-science] 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 Acting Headteacher.

The role of the pupils

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

8. Parental involvement

8.1 Working with parents

We believe that the primary role in children's RSE lies with parents and carers. We therefore wish to build positive and supportive relationships with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- inform parents about the school's RSE policy and practice
- answer any questions that parents may have about the sex education of their child

- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school
- support parents with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home

8.2 Parents' right of withdrawal

Parents have the right to withdraw their child from all or part of the specific RSE programme that we teach in our school. If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with SLT and make it clear which aspects of the programme they do not wish their child to participate in. The School will comply with the wishes of parents in this regard but parents should be aware that elements of RSE sit within the statutory science curriculum.

Requests for withdrawal should be put in writing and addressed to the Acting Headteacher or the Head of Inclusion and Wellbeing.

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

7. EQUAL OPPORTUNITIES

In planning for and organising RSE activities, teachers take a differentiated approach to ensure equality of opportunity for all children, including those with SEN or EAL. For more information, please refer to the school Equality Policy.

Appendix I:

RSE Skill and Progression Map

Core Themes: Health & Wellbeing/Relationships/ Living in the Wider World

Half-Termly Topics: My Feelings/My Body/ My Relationships/My Beliefs/My Rights & Responsibilities/Staying Safe

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SKILLS: - Can they name the main body parts? - Can they show that family and friends should care for each other? - Can they identify and respect differences and similarities between people?	SKILLS: - Can they name the main body parts? - Can they explain and show that family and friends should care for each other? - Can they identify and respect the differences and similarities between people?	SKILLS: - Can they name the main body parts? - Can they explain and show that family and friends should care for each other? - Can they identify and respect the differences and similarities between people?	SKILLS: - Can they recognise and challenge stereotypes? - Can they recognise the risks and how to behave appropriately? - Can they understand how their body changes over time ? - Are they aware of different types of touch?	SKILLS: - Can they recognise and challenge stereotypes? - Can they understand how the body changes throughout life?	SKILLS: - Can they recognise and challenge stereotypes? - Can they understand how the body changes throughout life? - Are they aware of puberty? - Can they recognise the emotional and physical changes of puberty? - Can they use strategies to cope with changes?	SKILLS: - Can they recognise and challenge stereotypes? - Can they understand how the body changes throughout life? - Are they aware of puberty? - Can they recognise the emotional and physical changes of puberty? - Are they aware of risks and how to deal with them?

OUTCOMES: To recognise some feelings To recognise that their behaviour affects other people, especially when angry To know who to ask for help To understand that there are different types of families To know how the body changes since birth To name parts of the body and their uses To understand some basic hygiene principles	OUTCOMES: To understand that there are different types of families To know who to ask for help To know how I am special To understand that babies become children and then adults To know how people grow and change To know the difference between boy and girl babies To understand some basic hygiene principles	OUTCOMES: To understand there are different types of families To know how I am special To know how I belong To describe some differences between boys and girls To describe how people change over time To describe some differences between male and female animals To understand basic hygiene To know how to	OUTCOMES: To understand how families have different family members To identify who to go to for help and support To know how I belong To understand how to overcome peer pressure To understand different kinds of touch and personal space To give real life advice and problem solve To explore gender stereotypes	OUTCOMES: To understand how families have different family members To identify who to go to for help and support To know how I belong To explore gender stereotypes To know the differences between males and females To know how to keep clean To understand and describe different coping strategies	OUTCOMES: To understand how families have different family members To identify who to go to for help and support To know how I belong To explore gender stereotypes To understand how my body changes throughout my life To know how to keep clean To understand and describe different coping strategies	OUTCOMES: To understand what hormones are To explore different strategies to deal with changes To explain physical changes in males and females (periods, puberty) To be able to identify some risks in specific situations To be able to identify what influences their decisions To understand how self-confidence, communication skills and
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To know how to keep clean To know how to look after themselves	To know how to keep clean To know how to look after myself	look after myself To know which parts of me are private	To know the differences between males and females To understand how my body changes throughout my life		To explore how the body changes throughout puberty To understand what hormones are	assertiveness can help them to keep safe
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