



Hempsted C of E Primary School

Relationships Education Policy

Growing Together in God's Love

Approved by:	Full Governing Body	Date: 9/3/22
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Hempsted C of E Primary School Christian Vision

Growing together in God's Love

We will aspire to achieve our unique God given potential by 'living life to the full' (John 10:10). We will share an inspiring education underpinned by the strong Christian values of our community.

"I can do all things through God who strengthens me." Philippians 4:13:

Our Mission Statement

We will achieve our vision together by:

- Enabling our children to be happy, creative and successful learners who strive to be their best; truly celebrating everyone's unique abilities.
- Providing a broad, structured and challenging curriculum, reflecting our Christian beliefs, so that each child can flourish; spiritually, morally, socially, culturally and academically.
- Being an inclusive school where everyone can feel safe, hopeful and happy.
- Fostering self-esteem, dignity and respect, founded in our deeply Christian values.
- Placing our church school at the heart of our community. Being welcoming and working in partnership to nurture our families, 'Friends', the church and wider community.
- Developing our knowledge and understanding of the Bible and the Christian faith; the faith of others and the cultural values of the world.
- Structuring our Collective Worship with the children to understand our Christian values and live them in our daily lives.

...the child grew and became strong; Jesus was filled with wisdom, and the grace of God was on him. Luke 2:40

Introduction

‘...Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. ...’ DFE February 2019

Consultation and dissemination

This policy has been developed with the governing body, head teacher and PSHE lead. Guidance from the Church of England is also referred to during the development of this policy. The curriculum coverage has been developed specifically for the children of Hempsted C of E Primary School by staff in line with the DFE using the Safety, Caring, Achievement, Resilience and Friendship (SCARF) and Relationships and Sex Education scheme of work.

The policy is available to view on the school website and all teaching staff have access to the policy via a shared drive.

Rationale

What is the aim of Relationships Education?

‘...To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. ...’ DFE February 2019

As a Church of England school, we must ensure that our Relationships Policy protects, informs and nurtures our pupils. It should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. It will provide pupils with the knowledge that will enable them to navigate and make sense of a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school.

What is Relationships Education?

According to the DFE (July 2019) Relationships Education in Primary school should teach *‘...the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.’*

What are the elements of Relationships Education?

The key elements of Relationships Education comprise of:

Families and people who care for me

Caring friendships

Respectful Relationships

Online Relationships

Being Safe

It includes teaching about creating and maintaining healthy relationships in many forms, including online. From the start of a child's education in Reception, children are taught about turn taking, friendships, and manners within the school's Christian values – these are the fundamental building blocks to teach our children how to form positive and safe relationships with others. In an age appropriate and sensitive way, we will teach children how to keep themselves safe, focusing on boundaries and privacy. Appendix 1 gives some further information about these elements.

At primary age, sex education is not compulsory; however as a school we have chosen to teach some elements of sex education to children in Year 5 and Year 6 in order to equip them with an understanding of their ongoing emotional and physical development. This includes teaching about puberty and the changes that adolescence brings. Any content which is not covered by the National Curriculum in science or Relationships Education is taught in consultation with parents. At this stage parents have the right to withdraw their child from these lessons. (See Appendix 2)

What is the school approach to Relationships Education?

At Hempsted C of E Primary School we teach Relationships Education as a part of the weekly PSHE lessons. We have tailored the curriculum to suit the needs of our pupils, whilst ensuring all compulsory content is covered by the end of year 6. Each cohort presents at a different level of maturity meaning that some content may be taught out of sequence in order to ensure our pupils are well informed, able to keep safe and speak out.

Equal Opportunities

What is the schools approach to Equal Opportunities?

We approach RSE in a faith-sensitive and inclusive way. We seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. Our approach should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school.

How does the school cater for particular needs with regards to teaching Relationships Education?

Teachers must ensure that children with SEND are not disadvantaged during RSE. Explanations and resources should be modified where necessary so that all pupils have full access to the curriculum and can engage with it.

Whole School Approach

How has everyone been involved in the development of Relationships Education in school?

Relationships Education and Relationships and Sex Education at Hempsted C of E Primary School has been developed by SLT and teaching staff. There has also been consultations with pupils and parents. Governors have been informed of the new statutory requirements and have been involved in developing the policy as well as ensuring that our teaching is guided by the Church of England values and ethos.

The school has links with the Gloucestershire Healthy Living and Learning (GHLL) who have been able to support the development of our delivery and sequencing of Relationships and Relationships and Sex Education.

We use outside agencies to support and enhance our teaching, such as visits from the police and the NSPCC, trips to Skill Zone as well as annual Internet Safety days within school.

Church of England Guidance

Relationships Education at Hempsted C of E Primary School will be taught in a faith sensitive and inclusive way in accordance with the Church of England 'Charter for faith sensitive and inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)'

These are 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) and,

"I have come in order that you might have life—life in all its fullness." (John 10:10, GNB)'

The Foundation Governors have been consulted with the new statutory DFE requirements for the teaching of Relationships Education. At Hempsted C of E Primary School we will teach factually in terms of biology, the law, marriage, different types of families and society. We will also teach the distinctive Christian perspective on certain topics, ensuring a balanced debate on matters that are seen as contentious. We will talk about how the Church can support people in matters of relationships and sex. All aspects of Relationships Education and RSE will be taught respectfully, recognising the views of pupils and their families from differing faiths and family units who make up our diverse community.

Teaching Relationships Education

'...High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society...' DFE February 2019

Throughout the school all teaching will be carried out in an age appropriate and sensitive way. We teach high quality PSHE using the SCARF resources, while adapting where appropriate, which cover the national curriculum for Relationships Education. We have adapted the Relationships and Sex Education scheme to suit the needs of our children as follows;

Reception:

Responsibility

Growing Up

People Who Help Us

Keeping Ourselves Clean

Year One:

Being Unique

Personal Hygiene

Basic Body Parts (Science)

NSPCC Pants – if deemed appropriate and necessary for the cohort (parents informed in advance via letter)

Year Two:

Life Cycles (science) – human and animal

Growing up – physical changes

Changes – becoming independent

NSPCC Pants – if deemed appropriate and necessary for the cohort (parents informed in advance via letter)

Year Three:

Types of Love (families and friendships)

Personal Hygiene – hand washing

Personal Hygiene - bugs and infections

Year Four:

Changes – Hygiene (excluding menstruation)

Responsibilities

Antibiotics

Challenging Stereotypes

Year Five:

Physical Changes (parental permission)

Emotional Changes (parental permission)

Personal Hygiene (parental permission)

Menstruation (parental permission)

Year 6:

Emotional Changes

Relationships

Menstruation (parental permission)

Physical changes (parental permission)

At primary school age, parents have the right to withdraw their child from sex education; however much of the sex education at primary school is also covered within the science curriculum, which is statutory. We encourage parents to speak to the school about any elements of the curriculum which they are uncertain of. All parents will be informed, via letter, when areas of sensitivity are being taught in order to prepare for any questions or discussions raised at home. Parents are also invited into school to preview material and content being taught in Year 5 and 6 regarding puberty.

Relationships Education is statutory and therefore our children will be delivered a well planned and progressive curriculum in this area, based on the needs, development and maturity of the children. Due to Relationships Education being statutory at primary school, parents do not have the right to withdraw their child from these lessons.

The Relationships Education curriculum

'...In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy...' DFE February 2019

As a school we have decided to use the SCARF scheme of work developed by Coram Life Education to teach our PSHE. We have tailored the teaching sequence of sensitive subjects and anatomical vocabulary used to ensure it is appropriate for our children's age and development. Alongside this we use the Relationships and Sex Education planning developed by Gloucestershire Healthy Living and Learning who work closely with the Gloucestershire Safeguarding Children Board (GSCB). This ensures that the statutory requirements set out by the DFE are covered. We understand that all children develop at a different rate and therefore will have

flexibility in when certain elements of Relationships Education and Relationships and Sex Education will be taught.

Class Organisation

Relationships Education is taught as a whole class, unless when dealing with areas regarding puberty and changes to our bodies, and menstruation. These elements are taught by teaching staff familiar to the children in single gender groups.

Ground Rules

Teachers will work with their pupils to establish ground rules for PSHE, Relationships Education and Sex Education. This ensures the children feel confident and safe in discussions and have an understanding of the confidentiality within these lessons. The ground rules will ensure that there is respect for each other and never pressure to answer questions or contribute ideas.

Dealing with pupil questions

In KS2 questions can be raised via an anonymous questions box. This enables the teacher to prepare age appropriate answers and review the appropriateness of a question. Questions will be dealt with factually at a level which meets the maturity of the class.

There will be time for children to ask questions through sessions, with the understanding that they adhere to the golden rules and that answers may not be given straight away.

Confidentiality

Dealing with Disclosures

Any disclosures would be dealt with in line with the schools safeguarding policy.

Monitoring and Reviewing

Monitoring and Review

The delivery of RSE is monitored by the PSHE curriculum leader. This takes place through arrangements such as planning scrutinies, learning walks and pupil conferencing.

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

The policy will be reviewed biannually.

APPENDIX 1: By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching 'relationships and health education' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching 'relationships and health education' on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.