



# Ullesthorpe CE Primary School

## Relationships Education Policy

**Date of policy: June 2024**

**Review date:**

### **Introduction and Aims**

Our Christian values of respect, perseverance, forgiveness, compassion, friendship, thankfulness and community underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum. We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and health education. This approach is underpinned by one key mission statement:

**"Learn Together, Grow Together, Shine Forever"**

This statement is based on the biblical passage:

**In the same way, you should be a light for other people. Live so they will see the good things you do. Live so that they will praise your Father in heaven.**

**(Matthew 5: 16 International Children's Bible)**

We want to give the children in our school community that which they need; whether that be rest, calm, strength or guidance. We aim to be a place of safety - a sanctuary where everyone can flourish. We endeavour to guide our families, meeting them wherever they are, and helping them on their journey academically, socially, emotionally and spiritually.

All pupils have the right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. Our school is committed to serving its community and surrounding areas.

We recognise the multicultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

**The aims of relationships and sex education (RSE) at our school are to:**

Provide a framework in which sensitive discussions can take place.

Enable pupils to cherish themselves and others as unique and wonderfully made.

Help pupils develop feelings of self-respect, confidence and empathy.

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of healthy relationships, health and hygiene.

Create a positive culture around issues of sexuality and relationships.

Teach pupils the correct vocabulary to describe themselves and their bodies.

## **1. How this policy was developed**

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

1. Review – a working group of staff, clergy and foundation governors (foundation governors

ensure that the foundation of the academy is sustained and developed. It is the role of the foundation governor to put all decisions and discussions within the context of the Christian foundation of the school).

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. Draft policies and resources were shared with parents before their completion.
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.

## 2. Requirements on schools in law

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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](#).

***From 2020: it will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.***

At Ullesthorpe we teach RSE as set out in this policy.

### 3. What is Relationships (and Sex) Education? How and what will be taught?

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).

Primary sex education is **not compulsory** in primary schools and as such, we have made the decision to **only teach the elements of sex education which are set out in the Primary Science National Curriculum**. These focus on exercise, food and nutrition, drugs, hygiene, life cycles, evolution and inheritance, how a baby is conceived and changes during puberty.

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

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, puberty and the changes in the adolescent body, 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.

The RSE curriculum will clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values.

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.

## **Resources:**

A number of resources were considered to ensure that they were age appropriate and appropriate to our school context. It was concluded that the SCARF scheme of work would be used to resource our PSHE and Relationships Education.

SCARF stands for Safety, Caring, Achievement, Resilience, Friendship. It has been developed by teachers and centred on a values-based and 'Growth Mindset' approach. The scheme promotes positive behaviour, mental health, wellbeing, resilience and achievement and is online meaning it always has the most up to date information.

SCARF lessons will be taught from Reception to year 6 as we will be using this scheme for our PSHE work as well as our Relationship Education. There are also a number of links to science, P.E., RE, English as a Spoken Language and even Computing and Maths.

PSHE/RSE lessons will take place weekly in school and be led by the class teacher. Some topics, such as learning about periods and puberty will be taught as a whole class, however there will also be time for single sex groupings to ask questions. We are keen to make relationships education part and parcel of our everyday teaching so that we avoid the anticipation and subsequent hype which sometimes surrounds these areas of the curriculum.

Please see Appendix 1 for our Curriculum overview for PSHE/RSE.

## **4. How Relationships (and Sex) Education is monitored and evaluated**

The delivery of PSHE/RSE is monitored by the Head of School, foundation governors and PSHE/RSE lead through:

- Learning walks
- Pupil interviews
- Staff feedback
- Regular reviewing of resources
- Pupil assessment and feedback during and after each unit of work

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

This policy will be reviewed every three years. At every review, the policy will be approved by the governing board and changes will be through consultation with parents/carers.

(Initially we will review this policy and resources much more frequently at staff meetings and

through learning walks.)

## 5. How the delivery of the content will be made accessible to all pupils

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 (lesbian, gay, bisexual, transgender) 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).

As a school we will look to acknowledge different ethnic, religious and cultural attitudes to relationships education. We have consulted with parents in creating this policy and choosing our scheme of work and we will continue to review this with the support of our parents, pupils, staff, stakeholders which include the church and our governing body

Children will be taught at a pace which they are emotionally able to cope with. We have spent a great deal of time choosing our resources and ensuring that they are age appropriate. If a child had a learning, emotional or behavioural difficulty, or a physical disability which may affect them accessing the content of a session, then we would adjust our teaching where necessary in consultation with parents/carers. We would always ensure that pupils were able to access at least the basic content from the programme such as self-awareness, privacy and healthy friendships.

## 6. Parental concerns and withdrawal of students

At Ullesthorpe Primary School we want to create an active partnership with parents/carers. We have sought their views prior to choosing and creating our PSHE/RSE policy and scheme of work.

Pupils are expected to engage fully in PSHE/RSE and, when discussing issues related to these topics, treat others with respect and sensitivity. Parents do not have the right to withdraw their children from relationships education. **This is because we have chosen not to teach any “Sex Education” that is not part of the compulsory science curriculum.**

We would always welcome parents/carers who have concerns, to discuss them openly with us, so that we can work together to ensure pupils receive the teaching they need.

## 7. Sources of Further Information

This policy has drawn on:

- The Church of England RSHE Charter [https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf)
- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

**This policy should be read in conjunction with the following policies**

Safeguarding (inc. responding to disclosures), Anti-bullying, Equality, diversity and inclusion policy

### Appendix 1: Curriculum Mapping

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<b>Year 1</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Changing</b>

Year 2	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being My Best	Growing and Changing
Year 3	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being My Best	Growing and Changing
Year 4	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being My Best	Growing and Changing
Year 5	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being My Best	Growing and Changing
Year 6	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being My Best	Growing and Changing

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

	1	2	3	4	5	6
Year/Half-termly unit titles	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference

<b>Y1</b>	<p>Feelings</p> <p>Getting help</p> <p>Classroom rules</p> <p>Special people</p> <p>Being a good friend</p>	<p>Recognising, valuing and celebrating difference</p> <p>Developing respect and accepting others</p> <p>Bullying and getting help</p>	<p>How our feelings can keep us safe – including online safety</p> <p>Safe and unsafe touches</p> <p>Medicine Safety</p> <p>Sleep</p>	<p>Taking care of things:</p> <p>Myself</p> <p>My money</p> <p>My environment</p>	<p>Growth Mindset</p> <p>Healthy eating</p> <p>Hygiene and health</p> <p>Cooperation</p>	<p>Getting help</p> <p>Becoming independent</p> <p>My body parts</p> <p>Taking care of self and others</p>
<b>Y2</b>	<p>Bullying and teasing</p> <p>Our school rules about bullying</p> <p>Being a good friend</p> <p>Feelings/self-regulation</p>	<p>Being kind and helping others</p> <p>Celebrating difference</p> <p>People who help us</p> <p>Listening Skills</p>	<p>Safe and unsafe secrets</p> <p>Appropriate touch</p> <p>Medicine safety</p>	<p>Cooperation</p> <p>Self-regulation</p> <p>Online safety</p> <p>Looking after money – saving and spending</p>	<p>Growth Mindset</p> <p>Looking after my body</p> <p>Hygiene and health</p> <p>Exercise and sleep</p>	<p>Life cycles</p> <p>Dealing with loss</p> <p>Being supportive</p> <p>Growing and changing</p> <p>Privacy</p>
<b>Y3</b>	<p>Rules and their purpose</p> <p>Cooperation</p> <p>Friendship (including respectful relationships)</p> <p>Coping with loss</p>	<p>Recognising and respecting diversity</p> <p>Being respectful and tolerant</p> <p>My community</p>	<p>Managing risk</p> <p>Decision-making skills</p> <p>Drugs and their risks</p> <p>Staying safe online</p>	<p>Skills we need to develop as we grow up</p> <p>Helping and being helped</p> <p>Looking after the environment</p> <p>Managing money</p>	<p>Keeping myself healthy and well</p> <p>Celebrating and developing my skills</p> <p>Developing empathy</p>	<p>Relationships</p> <p>Changing bodies and puberty</p> <p>Keeping safe</p> <p>Safe and unsafe secrets</p>
<b>Y4</b>	<p>Healthy relationships</p> <p>Listening to feelings</p> <p>Bullying</p>	<p>Recognising and celebrating difference (including religions and cultural difference)</p>	<p>Managing risk</p> <p>Understanding the norms of drug use (cigarette and alcohol use)</p> <p>Influences</p>	<p>Making a difference (different ways of helping others or the environment)</p> <p>Media influence</p> <p>Decisions</p>	<p>Having choices and making decisions about my health</p> <p>Taking care of my environment</p>	<p>Body changes during puberty</p> <p>Managing difficult feelings</p>

	Assertive skills	Understanding and challenging stereotypes	Online safety	about spending money	My skills and interests	Relationships including marriage
Y5	<p>Feelings</p> <p>Friendship skills, including compromise</p> <p>Assertive skills</p> <p>Cooperation</p> <p>Recognising emotional needs</p>	<p>Recognising and celebrating difference, including religions and cultural</p> <p>Influence and pressure of social media</p>	<p>Managing risk, including online safety</p> <p>Norms around use of legal drugs (tobacco, alcohol)</p> <p>Decision-making skills</p>	<p>Rights, respect and duties relating to my health</p> <p>Making a difference</p> <p>Decisions about lending, borrowing and spending</p>	<p>Growing independence and taking ownership</p> <p>Keeping myself healthy</p> <p>Media awareness and safety</p> <p>My community</p>	<p>Managing difficult feelings</p> <p>Managing change</p> <p>How my feelings help keeping safe</p> <p>Getting help</p>
Y6	<p>Assertiveness</p> <p>Cooperation</p> <p>Safe/unsafe touches</p> <p>Positive relationships</p>	<p>Recognising and celebrating difference</p> <p>Recognising and reflecting on prejudice-based bullying</p> <p>Understanding Bystander behaviour</p> <p>Gender stereotyping</p>	<p>Understanding emotional needs</p> <p>Staying safe online</p> <p>Drugs: norms and risks (including the law)</p>	<p>Understanding media bias, including social media</p> <p>Caring: communities and the environment</p> <p>Earning and saving money</p> <p>Understanding democracy</p>	<p>Aspirations and goal setting</p> <p>Managing risk</p> <p>Looking after my mental health</p>	<p>Coping with changes</p> <p>Keeping safe</p> <p>Body Image</p> <p>Sex education</p> <p>Self-esteem</p>