

# Christ Church Charnock Richard C.E. Primary School

*Inspired to learn, grow and flourish within our  
Christian family*



## **Relationships Education Policy**

*You shall love your neighbour as yourself. Matt 22v39*

### **Reviewed 2020**

<b>Contents</b>	<b>Page</b>
Introduction and policy context .....	3
Statutory Guidance Summary.....	4
Defining relationship Education.....	5
Defining Sex Education .....	5
Implementation .....	5
Answering children’s Questions .....	8
Parents and parents right to withdraw .....	9
Policy on menstruation.....	10
Equal opportunities.....	10
Monitoring and Evaluation .....	10
Safeguarding Children .....	11
Roles and Responsibilities.....	11
Review.....	12
References.....	12
Appendix 1 Curriculum Overview (to be added)	

This policy covers our school’s approach to Relationships and Sex Education (RSE). It was produced in consultation with all teaching staff, parents and governors. The policy will be available to parents on the school website and paper copies are available on request.

## **Introduction and Policy Context**

As a Christian School, our faith has a lot to say about relationships. The perfect example of relationship is found in God, in the persons of the Trinity. This perfect relationship is reflected in the relationship, revealed in scripture, between God and humanity and sets out the basis of all good relationships. So, at Christ Church Charnock Richard C.E. Primary School, our Relationships Education teaches about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships (including online friendships), family relationships, and relationships with other peers and adults.

We believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding. By giving them this level of knowledge and understanding, we hope to embrace the challenges of creating a happy and successful adult life.

Our children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. We hope that our teaching will support our children to develop resilience, to know how and when to ask for help, and to know where to access support.

As a church school, we understand that not only is relationship education about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, it is also about the spiritual and moral aspects of loving, faithful relationships within a context of a Christian vision of the purpose of life.

The following passage is the basis of all relationship education within our school. We should model our relationships on obedience to this and understand our relationships through a deeper understanding of this command. As a church school, we need to allow the children to learn more of who they are and their value, through focussing on God and others.

37 Jesus said to him, “You shall love the LORD your God with all your heart, with all your soul, and with all your mind.’ 38 This is the first and great commandment. 39 And the second is like it: ‘You shall love your neighbour as yourself.’ 40 On these two commandments hang all the Law and the Prophets.”

Matthew 22v37-40

## **Statutory Requirements**

We recognise that as a school, we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We also understand that as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, Relationship Education needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception and forced-marriage. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

As a church school, we will ensure that the following additional teaching takes place. This will be woven at appropriate points through the RE Curriculum, as well as in the RSE curriculum during Year 6:

- **Teach what the Church of England teaches on marriage.** The Church of England affirms, according to our Lord's teaching, that marriage is in its nature a union permanent and lifelong, for better for worse, till death them do part, of one man with one woman, to the exclusion of all others on either side, for the procreation and nurture of children, for the hallowing and right direction of the natural instincts and affections, and for the mutual society, help and comfort which the one ought to have of the other, both in prosperity and adversity. Canon B30
- **Teach that the legal view of marriage is that it represents a formal and legally recognised commitment of two people to each other which is intended to be life-long.** Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- **Always be in line with the law.**

Finally, we acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

## Defining Relationship Education

We believe relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world and it covers all types of relationships including peer-to-peer, family and carer relationships. It is designed to build self-esteem and to explore personal identity. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

It is also important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

## **Defining Sex Education**

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. It is because of this that we will continue to deliver some aspects of sex education at Christ Church Charnock Richard C.E. Primary School. At the present time this takes place in Year 6.

We recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle, set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls and boys bodies function and change as they grow into adults.

## **Implementation**

At Christ Church, we provide PSHCE and RSE through a programme from Coram Education using the SCARF scheme from reception to year 6. This spine curriculum is supplemented by resources from Heart smart and Kidsafe projects. The Science Primary Curriculum and the Computing Primary Curriculum also cover important aspects of RSE. Our scheme gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills that the children will need. Please see Appendix 1 for our rolling programme. The RSE elements lay the foundations of understanding about growth and change and respect for one another; later in upper key stage 2, it will promote the preparation for the changes of puberty. We believe it is important to address relationships and sex education in this age group because it will promote the values 'the importance of stable relationships', 'marriage' and 'family life'.

In our school, it is important that this material is delivered by our staff, as it highlights to the children that relationship and sex education is something we can all talk about. Our staff cover all other aspects of the curriculum and know our children well. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

Opportunities for pupils to develop our successful characteristics (confidence, perseverance, resilience, organisation and getting along) during PSHCE lessons will be regular and evident.

### By the end of primary school:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <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>
<b>Caring friendships</b>	<p>Pupils should know</p> <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>

<b>Respectful relationships</b>	<p>Pupils should know</p> <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>
<b>Online relationships</b>	<p>Pupils should know</p> <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>
<b>Being safe</b>	<p>Pupils should know</p> <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> </ul>

	<ul style="list-style-type: none"> <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>
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We do not separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that all children are included without feeling vulnerable.

There is however one exception and that is the year 5 and 6 girls are brought together for a detailed talk on menstruation. The reason we do this is to allow them to ask any personal questions about periods that they may have. Whilst the boys do need to know about menstruation (and they do learn about it) we feel that it is delicate topic for girls and needs to be delivered to them separately, to allow for sensitive questions to be answered.

### **Answering Children's Questions:**

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class. With this in mind, be assured that we will only ever answer questions in line with our policy. We do however believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

Staff will respond to questions in the following ways:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."*
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*



- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

**Our school has decided not to teach about or answer questions on:** rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay. AIDS/HIV/sexually transmitted diseases will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed above, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent/carer for an answer. The staff member will normally seek to inform parents when such a question is asked.

### **Parents and parental rights to withdraw:**

We believe that successful teaching around Relationship Education can only take place when parents and school work together, especially considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents. We have an open door policy and parents know that they can ask questions and discuss any issues or concerns that they may have.

We recognise under the new guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2018), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. **There is no right to withdraw from the national curriculum.** There is also no right to withdraw from Relationships Education at primary school or secondary school as we believe the contents of these subjects - such as family, friendship, safety (including online safety) - are important for all children to be taught. Our Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in our school, other than as part of the science curriculum.

Should a parent decide that they do not wish their child to take part in some or all of the elements of sex education, which go beyond the national curriculum for science, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their peers at break-time. If at this stage the parent still wishes to withdraw their child, they will be asked to speak to the headteacher. If parents do decide to withdraw their child, they should inform the headteacher, in writing, who will find other provision for the child to engage in during the lesson.

## **Policy on Menstruation:**

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products. We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

Year 5 and 6 girls will have a separate lesson on menstruation. As part of this lesson, the girls will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively. We will also take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used. Sanitary products are always available in school, and the girls will be made aware of this, as well as being safe in the knowledge that they can approach any member of staff to seek advice and support.

When school trips or residential visits are arranged for years 4, 5 & 6, provisions to deal with a child's period needs to be considered and planned for.

## **Equal Opportunities:**

At Christ Church Charnock Richard C.E. Primary School, we comply with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Care is particularly taken to ensure that we promote positive gender stereotypes and we also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these.

## **Monitoring & Evaluation:**

At Christ Church, we have the same high expectations of the quality of pupils' work in PSHCE and RSE as for other curriculum areas. Our curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Teachers are asked to evaluate each lesson on the SCARF lesson plans in order to ensure the materials are relevant to children, keep the programme up to date and evidence based. This collates their teaching experience of the resources and documents any issues or important conversations that may have taken place within the classroom. When the children do group work (mind-maps, drama, discussions etc) there are also summative assessment end of unit statements, which allows teachers to make judgements on the progress that the children have made.

## **Safeguarding Children:**

When teaching any sensitive topic, such as RSE, which deals with family life, safe and appropriate

touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

We will always be mindful around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations. Teachers will always seek specialist support if they have any concerns around delivering the content of these lessons to vulnerable children. Children with SEND could also be more vulnerable to exploitation, bullying and other issues, so again staff are aware of such matters and are sensitive to such issues when delivering the RSE lessons.

## **Roles and responsibilities:**

### **The governing body**

The governing body will approve this policy and hold the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for ensuring that Relationship Education is taught in a carefully sequenced way within a planned programme, and for, ultimately, managing requests to withdraw pupils from sex education.

### **Staff**

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering Relationship Education with sensitivity.
- Modelling positive attitudes to Relationship Education.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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

### **Subject Leader**

The subject leader will ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. The subject leader will also ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The subject leader will liaise with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The subject leader monitors this policy on a regular basis and reports to the head teacher and governors, when requested, on the effectiveness of the policy.

## **Review:**

This policy has been agreed by staff, governors and parents of Christ Church Charnock Richard C.E.Primary School and will be reviewed every 2 years, or to meet new legislation.

This policy has been drawn up with guidance from [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory Guidance \(DfE 2019\)](#)

Guidance has also been sought from:

[Primary School Guidance relating to Relationship and Sex Education \(RSE\) September 2019 produced by The Blackburn Diocesan Board of Education.](#)