



Shankhill C of E Primary School

Our vision: Creative learning, personal achievement and happiness.

Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)

Relationships and Sex Education Policy

So God created humankind in his image, in the image of God he created them

Genesis 1:27

<i>At the time of publishing the following roles were held:</i>	
Date ratified:	May 2021
Review by:	May 2023
Subject Leader	Lynnsey Batey
Head teacher	Lynnsey Batey
Governor with safeguarding responsibility	Rev. R Brown



*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

Our vision is everything you will see within our daily school life: all children flourishing through the many opportunities and challenges they are presented with. We educate the whole child: for learning and as a person.

Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of our children and community. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, which is explored through moral and creative learning experiences that support and shape the development and character of the whole child. We do this by exploring the Christian values which permeate our vision for education in Shankhill Church of England Primary School:

*** Wisdom** *** Hope** *** Community** *** Dignity** *** Peace** *** Joy**

Our Mission Statement:

Within our ethos:

- Our school will develop in each child a respect for others and the distinctively Christian environment we all share, so that they may become responsible, well-rounded young people;
- School will be enjoyable within a caring atmosphere in which learning will be exciting, creative and inclusive.

Background

The Church of England's Vision and Relationships Education

The Vision contains four core strands:

- **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Relationships Education promotes each of these four core strands through: the development of **understanding** which places our pupils in a position of strength; **opening horizons** ensuring that pupils are not oppressed by unhealthy relationships; enabling our whole school **community to live well** and disagree well together; and by ensuring that every member of the school community is **respected and valued**.

The colour coding throughout this policy is used to highlight the direct links with our approach to Relationships Education and the Church of England's Vision for Education.

Rationale

In keeping with the Church of England's vision and our own: ***Creative Learning, personal achievement and happiness. Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)***, we believe that all pupils have a right to an education which enables them to **flourish** and **fulfil their potential**, without fear, in a **community** where differences of lifestyle and opinion are treated with **dignity and respect**.

As a school, we understand that for pupils to **flourish academically**, their **mental and emotional wellbeing** is vital. We also recognise that in order to make our school a happy and nurturing learning **environment** and workplace for pupils and staff respectively, positive and healthy **relationships** between all members of our school **community** (including between pupils and adults) are important.

We also value the importance of working closely with parents and families and the essential role that families play in **supporting** our pupils to develop healthy **relationships**. This policy has been drafted following consultation with families who have received and commented on a draft policy; arranged to meet a class teacher and/or RSE subject leader, the Headteacher, to discuss the content of this policy.

We welcome feedback and warmly invite suggestions on either the content of this policy (which will be taken into account when it is reviewed) or how the curriculum in any class may need to be adapted to take into account the **temporary or permanent family circumstances** of any of our pupils. Please speak to your child's class teacher in the first instance.

This policy is part of a suite of documents aimed at supporting our pupils' **emotional wellbeing, safety and personal development** and promoting **safe and healthy relationships** and should be read in conjunction with our:

- Behaviour Policy;
- Child Protection Policy and Safeguarding Procedures;
- Equality Information and Objectives;
- PSHE Policy;
- SMSC Policy; and
- Wellbeing Policy

What is Relationships Education?

Through our Relationships Education programme, pupils learn:

- to cherish themselves and others as unique and wonderfully made;
- to recognise what a healthy relationship looks like and how to form healthy relationships, ensuring respect and dignity for themselves and others;
- how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships;
- how to keep themselves and others safe;
- how to make sense of the world around them (including an online world and the changes to their bodies); and
- to develop the skills to express their own views and make their own informed decisions.

The focus of our teaching is on **family** (the importance and value of belonging to a loving family and the fact that families are all different); and **friendships** (the importance of having friends, knowing what it means to be a good friend, how to spot an issue and what to do about it, how to resolve issues and where to get help).

Much of our teaching is 'on the spot' either in the classroom or on the playground or lunch hall. Often the best Relationships Education is born out of reflecting on actual issues that have occurred and exploring together how to put them right or how we could do something differently going forwards.

Planned Relationships Education sessions which take account of the age of the pupils take place as part of our weekly PSHE lessons and may also be included within circle time and collective worship time.

Detailed information about the content of our Relationships Education programme in each year group can be found in Appendix 1 of this policy as well as on our curriculum section of our webpage. Here you can find details of how our scheme of work is taught to each year group and its content at each age. The expectations by the end of Primary School are set out at the end of this policy in Appendix 2.

DfE's statutory guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf).

Lesbian, Gay, Bisexual and Transsexual ("LGBT") Relationships

In keeping with our loving and inclusive Christian ethos, we believe that every pupil deserves life in all its fullness and is uniquely and wonderfully made. We teach our pupils to value and respect their peers regardless of their sexual or gender identity, and that of their parents, whatever it might be.

We expect (in line with our Behaviour Policy, our Anti-Bullying Policy and the Equality Act 2010) that all our pupils will feel valued and will be treated with dignity and respect by all other members of the school community.

To this end, as with all other areas of diversity, we celebrate the differences that make each of our school families unique. We help pupils to make sense of the ways in which their own family life is the same as, and different from, that of their friends and how to ask and answer questions sensitively and respectfully.

Sex Education at our school

Our Curriculum

We fully understand that parents and families often feel nervous about their child taking part in Sex Education lessons at school.

There are certain elements of Sex Education which, as a school, we are **legally obliged to teach**. These are set out in the National Curriculum for science (which is a statutory document) and involve teaching our pupils about the **human body, including how it changes during puberty, the life cycles of animals and the processes of reproduction of animals**.

At our school, we do not teach our pupils any Sex Education other than that prescribed in the science curriculum until Year 6 when we do deliver some Sex Education sessions in order to:

- Give pupils an opportunity to ask questions in a safe environment;
- Support the **emotional development and wellbeing** of our pupils who may be struggling to make sense of either the changes to their body, or of upsetting or distressing information they have received from friends, or read or seen online;
- Ensure that pupils understand, before they leave primary school, **what is and is not acceptable in relation to how others treat their body**, so that they are able to **identify when someone is attempting to cross boundaries inappropriately**;
- Make sure our pupils **know where to get help if needed**; and
- Ensure pupils **understand the law** about the acceptable use of social media and online relationships.

In our school, these sessions are delivered by the Class Teacher and/or the headteacher.

Parents will be informed in writing when these sessions will be taking place in order that they can **support their child at home**. Any parent wishing to discuss the content or materials used is warmly welcomed to make an appointment to do so with their child's class teacher.

Right to request the withdrawal of pupils from Sex Education sessions

Pupils **cannot** be excused from **Relationships Education**. It is a compulsory subject.

Similarly, pupils **cannot** be excused from any elements of the **science curriculum** which deal with the human body or reproduction.

However, parents **can request** that their child be excused from Sex Education sessions which take place in Year 6. Any parent wishing to do so should speak to their child's class teacher in the first instance.

Whilst we respect the right of parents to make such a request, the school does not recommend that pupils miss these sessions. A lack of **knowledge and understanding** of sex makes it more likely that pupils will ask their friends and receive **inaccurate information**; turn to the internet and find information or images that are **distressing**; and potentially become prematurely sexually active.

Any parent requesting that their child is excused from the sessions will therefore be invited to attend a meeting with the Headteacher to ensure that they are certain of the implications for their child of missing these sessions.

Pastoral Support for Pupils

Menstruation

We understand that menstruation can be **confusing or even alarming** for girls if they are not prepared. Without **proper teaching**, girls are at risk of receiving further alarming or misleading advice from peers and others to whom they may understandably turn.

We therefore ensure that all female pupils in Year 3 onwards are **prepared** for the onset of menstruation and, to **uphold their dignity**, know where in school they can find freely available sanitary products.

Pupils with Special or Additional Needs

The teaching of Relationships Education to some pupils with **Special or Additional Needs** will be particularly sensitive and will need to match carefully the age and understanding of the individual pupil.

Some pupils may need to be taught Relationships Education in a different way to the rest of their age group. As in all other cases of **adapting the curriculum to meet an individual pupil's needs**, this will occur in consultation with the **pupil's family** and will be regularly reviewed in meetings. Any parent with concerns about their child's ability to engage with the planned curriculum should speak to the class teacher in the first instance.

Monitoring

Mrs Batey, subject leader and headteacher, is responsible for the Relationships and Sex Education curriculum at our school.

She monitors the effectiveness of the teaching of Relationships and Sex Education and is responsible for the monitoring of and review of this policy.

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

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

Year/ Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 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
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help

Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem
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Appendix 2

By the end of Primary School, pupils should know:	
Mental wellbeing	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle.