



**ST PETER'S CHURCH OF ENGLAND  
PRIMARY SCHOOL**

*'Be the Good Soil' Mark 4: 1-20*

*'In Jesus we learn, love and grow together'*

# **RELATIONSHIPS AND HEALTH EDUCATION POLICY (INCLUDING SEX EDUCATION)**



# St Peter's Church of England Primary School

## Sex and Relationships Education Policy

In this policy the governors and staff, in partnership with parents and families, will set out the intentions about Relationship Education and the rationale for teaching it to the pupils. It is available for inspection on the school's website.

In order to formulate this policy, the school will:

- Consult with the Diocese, paying heed to the teachings of the Church;
- Consult DFE guidance (2019);
- Consult with Governors;
- Consult with parents;
- Review the curriculum with staff and pupils;
- Consult the school nurse.

### **Rationale**

Our Mission Statement at St Peter's Church of England Primary School is to promote positive relationships and respect for self and others.

The DfE guidance (2019) states that today's children 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 need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. As a primary school, we must provide Relationship Education to all pupils as per Section 34 of the Children and Social Work Act of 2017. This makes Relationship Education in primary schools statutory to all pupils from September 2020.

In primary schools, the DFE states the focus of Relationship Education should be on teaching fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are that can support them. This will sit alongside the essential understanding of how to be healthy.

Following the guidance from the teaching document "Learning to Love" the Bishops state the content of Relationship Education must express the teaching of the church and should be delivered to suit the age of the children to whom it is addressed.

This policy recognises the legislative duty of the Governing Body to ensure that Relationship Education is taught in school but also that it must be taught within the context of the Christian faith and the Gospel values.

### **Introduction**

In a Church of England Primary school any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of our neighbour that we reciprocate God's love for mankind. As the term 'Relationship Education' indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

We are involved in Relationship Education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Church of England school. Our approach to Relationship Education is therefore, rooted in the Church's teaching of the human person and presented in a positive framework of Christian ideals.

All Relationship Education will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

### **Aims**

At St Peter's Church of England Primary School, we are committed to providing a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of all pupils and we believe Relationship Education is an integral part of this education. Relationship Education at our school aims to enable children to embrace "the challenges of creating a happy and successful adult life" by teaching pupils' knowledge that will enable them to make informed decisions about their wellbeing, health and relationships.

### **Objectives**

The school's Relationship Education programme will:

- Acknowledge, respect and value the moral teachings of the Church.
- Provide information which is relevant and appropriate to the age and maturity of the pupils.
- Develop resilience, to know how and when to ask for help, and to know where to access support.
- Develop personal attributes including kindness, integrity, generosity and honesty.
- Provide children and young people with a positive understanding of what constitutes positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.
- Address on-line safety and appropriate behaviour that is relevant to pupils' lives.
- Ensure children know how to report concerns and seek advice when they suspect or know something is wrong.
- Promote good health and understanding of physical development, respecting and reverencing the wonder of the body.

### **Teaching and Learning**

Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and People who care about me;
- Caring Friendships;
- Respectful Relationships;
- Online Relationships;
- Being Safe.

For more information about our Relationship Education see Appendices 1 and 2.

Our programme of study is delivered through cross curricular links in mainly RE, PSHE, Computing and Science.

Resources are also used from the Ten Ten Programme, "Life to the Full." "Life to the Full" is a Christian RSE curriculum. Its structure is based on 'A Model RSE Curriculum' by the Church Education Service which was highlighted as a work of good practice by the Department of Education. "Life to the Full" is a fully resourced scheme of work in Relationship Education for primary schools which embraces and fulfils the new statutory curriculum. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created and chosen and loved by God. "Life to the Full" is intended to be partnership between home, school and parish. The programme is intended to fit in with and support those partnerships.

### **Life to the Full Programme**

"Life to the Full" is developed through the four different learning stages of Early Years Foundation Stage, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Within each learning stage, there are three modules which are broken down into Units of Work:

- **Module 1 - Created and Loved by God**
- **Module 2 - Created to Love Others**
- **Module 3 – Created to Live in the Community**

### **Working with Parents**

Parents are the prime educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The school will work closely with the parents to complement and reinforce this role. We can support parents by providing material to be shared with their children at home, if they so wish. Additionally, parents are more than welcome to view the material if they have concerns.

Parents *do not* have the right to withdraw their children from Relationship and Health Education, however, they have the right to request that their child be withdrawn from any sex education delivered in primary schools, other than what is part of the science curriculum (changes during adolescence). We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. We encourage all parents who have concerns to discuss these with the Head teacher/ Deputy Head.

The National Curriculum for Science states that children should:

- notice that animals, including humans, have offspring which grow into adults
- describe the changes as humans develop to old age: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Life to the Full allows all aspects of relationship and health education, including elements of the Science Curriculum to be taught without parental withdrawal, to ensure every child gains an age appropriate understanding. In addition to 'Life to the Full', the school nurse comes in to deliver more detailed sessions to the Year 6 children around the aspects of puberty and menstruation and age appropriate information in respect of human reproduction. Parents are able to ask for their children to be withdrawn from these sessions if they so wish. These sessions are age

appropriate delivered in partnership with a health professional and we would encourage participation.

### **Delivery of Relationship Education**

As advocated by the DfE, Relationship and Health Education will be firmly embedded in the school curriculum through the cross curricular links of RE, Science, Computing, PE and PSHE as they are concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. Whilst promoting Christian values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing a curriculum that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to Relationship Education. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Christian teaching.

At St. Peter's Church of England Primary School, we make children aware that there are many different types of loving relationships. We discuss homosexuality and transgender characteristics in an age-appropriate way and have resources for younger children that depict same sex relationships. This does not in any way detract from the sanctity of marriage between heterosexual partners but ensures that our pupils respect all of the protected characteristics outlined in the Equality Act of 2010 and also act in accordance with teachings of the Church.

### **A policy statement on confidentiality**

Teachers cannot offer unconditional confidentiality. We believe our pupils need to be aware of this and understand the issues involved. It is our aim to support all our pupils through effective procedures. A school policy on confidentiality has been discussed and agreed at a staff meeting and pupils are aware of its content.

The staff are aware that pupils sometimes share information of a confidential nature and understand and value the importance of their role. Staff will treat every confidence in a sensitive way so that the pupil feels supported but not gossiped about. However, both pupils and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the pupil. For example, if a child makes reference to being involved, or likely to be involved in sexual activity, this will be dealt with through the school's Safeguarding and Child Protection Procedures, which are in line with the Rochdale RBSCP Procedures.

### **Questioning**

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, children's questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate i.e. questions about a teacher's personal life or of a sensitive nature.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child. In some instances, certain questions will require parental involvement.

## **Computing & Internet Safety**

Our school aims to ensure that all children have a good understanding of the benefits and risks of using the Internet. Through the RHE programme, teachers will equip children with the knowledge and skills necessary to recognise dangers and make informed decisions about keeping themselves safe online.

## **Responsibility for Teaching the Programme**

**Governors:** Governors, in consultation with the Head teacher, have a statutory responsibility for Relationship Education in their school. The Governing Body approves the Relationship Education Policy, and holds the Head Teacher to account for its implementation.

**Head Teacher:** It is the Head teacher's responsibility for ensuring that Relationship Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationship Education.

**The PSHE/ RE Subject Leader:** The Subject Leader with the Head Teacher ensures the planned Relationship Education Programme is delivered effectively. They have a responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to Relationship Education and the provision of in-service training.

**All Staff:** Relationship Education is a whole school issue. All teachers have a responsibility of care as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. The responsibility for the delivery of the Relationship Education programme lies with the individual class teachers. Teachers will be expected to teach Relationship Education in accordance with the Christian Ethos of the school. As well as delivering the curriculum, staff will also be role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils.

**External Visitors:** Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of Relationship Education. It is important that any external visitor is clear about their role and responsibility whilst they are in school. Any visitor must adhere to our code of practice. See 'Working with Parents' above for details on what is covered in Year 6.

## **Monitoring and Evaluation**

The Subject Leader will monitor the planning, teaching and learning and will deliver training and share information during staff meetings on a regular basis. Pupils' development in Relationship Education is monitored by class teachers as part of our internal assessment. By monitoring and evaluating this policy we aim to ensure that the Relationship Education experienced within the school is a relevant, meaningful and positive contribution to the religious, spiritual and moral development of all members of the school community. This policy will be updated in line with any new developments in the school and/or any new government guidance.

It was last reviewed in: Autumn 2020.

It will next be reviewed in: Autumn 2022

## Appendix 1: “Life to the Full” Programme Overview

Nursery	Week 1	EYFS, Module 1, Unit 1 – Story Session: Handmade With Love
	Week 2	EYFS, Module 2, Unit 1 – Session 1: Role Model
	Week 3	EYFS, Module 2, Unit 2 – Session 1: Who’s Who? Session 2: You’ve Got a Friend in Me Session 3: Forever Friends
	Week 3 & 4	EYFS, Module 2, Unit 3 – Session 1: Safe Inside and Out Session 2: My Body, My Rules Session 3: Feeling Poorly Session 4: People Who Help Us
	Week 5	EYFS, Module 3, Unit 1 – Session 1: God is Love Session 2: Loving God, Loving Others EYFS, Module 3, Unit 2 – Session 1: Me, You, Us
Reception	Week 1	EYFS, Module 1, Unit 1 – Story Session: Handmade With Love
	Week 2	EYFS, Module 1, Unit 2 – Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy?
	Week 3 & 4	EYFS, Module 1, Unit 3 – Session 1: I Like, You Like, We All Like! Session 2: Good Feelings, Bad Feelings Session 3: Let’s Get Real
	Week 4	EYFS, Module 1, Unit 4 – Session 1: Growing Up
	Week 5	EYFS, Module 3, Unit 1 – Session 1: God is Love Session 2: Loving God, Loving Others EYFS, Module 3, Unit 1 – Session 1: Me, You, Us
Year One	Week 1	KS1, Module 1, Unit 1 – Story Session: Let The Children Come
	Week 2	KS1, Module 2, Unit 1 – Session 1: God Loves You
	Week 3	KS1, Module 2, Unit 2 – Session 1: Special People <i>*Version 1 Video</i> Session 2: Treat Others Well Session 3: ...And Say Sorry
	Week 4 & 5	KS1, Module 2, Unit 3 – Session 1: Being Safe Session 2: Good Secrets and Bad Secrets Session 3: Physical Contact Session 4: Harmful Substances Session 5: Can You Help Me?
	Week 6	KS1, Module 3, Unit 1 – Session 1: Three in One Session 2: Who Is My Neighbour? KS1, Module 3, Unit 2 – Session 1: The Communities We Live In
Year Two	Week 1	KS1, Module 1, Unit 1 – Story Session: Let The Children Come
	Week 2	KS1, Module 1, Unit 2 – Session 1: I Am Unique Session 2: Girls and Boys <i>*Scientific Vocabulary for Genitalia</i> Session 3 & 4: Clean & Healthy
	Week 3	KS1, Module 1, Unit 3 – Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Out Session 3: Super Susie Gets Angry
	Week 4	KS1, Module 1, Unit 4 – Session 1: The Cycle of Life
	Week 5	KS1, Module 3, Unit 1 – Session 1: Three in One Session 2: Who Is My Neighbour? KS1, Module 3, Unit 2 – Session 1: The Communities We Live In
Year Three	Week 1	LKS2, Module 1, Unit 1 – Session 1: Get Up! Session 2: The Sacraments
	Week 2	LKS2, Module 2, Unit 1 – Story Session: Jesus, My Friend

	Week 3	LKS2, Module 2, Unit 2 – Session 1: Friends, Family and Others Session 2: When Things Feel Bad
	Week 4 & 5	LKS2, Module 2, Unit 3 – Session 1: Sharing Online Session 2: Chatting Online Session 3: Safe in My Body Session 4: Drugs, Alcohol and Tobacco Session 5: First Aid Heroes
	Week 6	LKS2, Module 3, Unit 1 – Session 1: A Community of Love Session 2: What is the Church?
		LKS2, Module 3, Unit 2 – Session 1: How Do I Love Others?
Year Four	Week 1	LKS2, Module 1, Unit 1 – Session 1: Get Up!
	Week 2 & 3	LKS2, Module 1, Unit 2 – Session 1: We Don't Have to Be the Same Session 2: Respecting Our Bodies Session 3: What is Puberty? Session 4: Changing Bodies
	Week 4	LKS2, Module 1, Unit 3 – Session 1: What Am I Feeling? Session 2: What Am I Looking at? Session 3: I Am Thankful!
	Week 5	LKS2, Module 1, Unit 4 – Session 1: Life Cycles
	Week 6	LKS2, Module 3, Unit 1 – Session 1: A Community of Love Session 2: What is the Church?
		LKS2, Module 3, Unit 2 – Session 1: How Do I Love Others?
Year Five	Week 1	UKS1, Module 1, Unit 1 – Story Session: Calming The Storm
	Week 2	UKS2, Module 2, Unit 1 – Session 1: Is God Calling You?
	Week 3	UKS2, Module 2, Unit 2 – Session 1: Under Pressure Session 2: Do You Want a Piece of Cake? Session 3: Self-Talk
	Week 3, 4 & 5	UKS2, Module 2, Unit 3 – Session 1: Sharing Isn't Always Caring Session 2: Cyberbullying Session 3: Types of Abuse Session 4: Impacted Lifestyles Session 5: Making Good Choices Session 6: Giving Assistance
	Week 6	UKS2, Module 3, Unit 1 – Session 1: The Trinity Session 2: Christian Social Teaching
		UKS2, Module 3, Unit 2 – Session 1: Reaching Out
Year Six	Week 1	UKS1, Module 1, Unit 1 – Story Session: Calming The Storm
	Week 2	UKS2, Module 1, Unit 2 – Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots and Sleep
	Week 3	UKS2, Module 1, Unit 3 – Session 1: Body Image Session 2: Funny Feelings Session 3: Emotional Changes
	Week 4	UKS2, Module 1, Unit 4 – Session 1: Making Babies (Part 1 Only) Session 3: Menstruation
	Week 5	UKS2, Module 3, Unit 1 – Session 1: The Trinity Session 2: Christian Social Teaching
	Week 6	UKS2, Module 3, Unit 2 – Session 1: Reaching Out