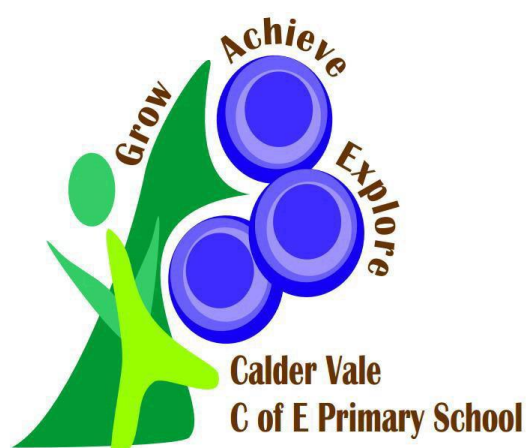
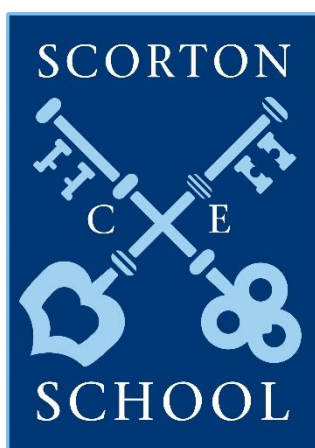


# **Bowland Federation of Schools Health & Relationships Policy**



***You shall love your neighbour as yourself.***

**Matt 22v39**

**December 2024**

## **Vision**

The greatest commandment Jesus taught was to **love God and to love your neighbour**. Within this commandment is the foundation of the Christian view of relationships. At Scorton and Calder Vale St. John's Church of England Schools, our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

## **Aims**

The aims of relationship and sex education at Scorton and Calder Vale St. John's CE Primary Schools are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

## **Statutory requirements**

This school complies 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

## **Policy Development and Review**

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

1. The Headteacher gathered all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and carers were invited to or respond to a questionnaire about their views on the new statutory guidance and then on the policy itself
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

This policy will be reviewed every 3 years (unless new statutory guidance is published) using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

## Definitions

### Relationships Education

This is the programme work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

### Health Education

This is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

### Sex Education

This is a program of work that covers how a baby is made in the context of a stable, loving relationship. The children learn, using age appropriate resources, about how a baby is conceived, develops in the womb and how a baby is born. **This content is not compulsory. We recognise that some parents and carers would like conception to be taught in school as it provides a good starting point for further discussion at home. We also recognise that maturity levels in the upper juniors vary considerably and that not all children will be ready for this until they are at secondary school. Sex education will be delivered to our upper junior pupils as part of our annual Wellbeing Day delivered by the Life Education Service. (<https://www.coramlifeeducation.org.uk/what-we-do/> )**  
**Parents and Carers will be able to opt out of this lesson if they wish.**

The Science curriculum covers human reproduction and puberty. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from SRE but explicitly states that this right **only applies to those topics which fall outside the National Curriculum.** The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that: “Pupils should be taught to describe the changes as humans develop to old age”. This must include teaching about puberty, which is a principle change for humans as they develop and grow older. The PSHE Association recommends that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the

learning they need. **Parental right to withdraw children from this part of the school curriculum does not fall within this remit.**

### **Right to be excused from sex education**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

We do teach sex education in our schools to our upper junior children as part of the 'How Babies are Made' (conception) session of our annual Life Education Wellbeing Day. **Parents and Carers will be able to opt out of this session if they wish to.**

Alternative work will be given to pupils who are withdrawn from Sex Education.

**Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.**

### **Curriculum Delivery of RSE**

Appendix I outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

### **Difficult questions & sensitive issues in relation to sex education**

Our school's Relationship and Health Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

### **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.

**Please note this list is not exhaustive and there will be other subjects which our pupils may question staff about which we feel are not appropriate for discussion in school.**

AIDS/HIV issues 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 in the first section of the above list, 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 school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher

or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

## **Roles and responsibilities**

### **The Governing Board**

The governing board will approve the Relationships and Health policy and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that Relationships and Health Education is taught in a carefully sequenced way within a planned programme, and for 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 RSE with sensitivity.
- Modelling positive attitudes to RSE.
- 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 Relationships & Health Education. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

### **Pupils**

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

### **Training**

Staff are trained on the delivery of RHE based on their individual training needs. The schools subscribe to the CORAM Life Education Service, the leading provider of relationships, health, wellbeing, and drugs education to almost half a million children across the UK. We are able to access training for our staff in a timely fashion from the CORAM service or other relevant providers.

The Headteacher may invite visitors, such as school nurses or other health professionals, to assist with the delivery of RHE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

### **Monitoring arrangements**

The delivery of RHE is monitored through:

The delivery of RHE is monitored through planning scrutiny, discussion with teaching staff involved in delivering RHE and anonymous pupil questionnaires.

## Appendix I-Curriculum Overview

The majority of relationships and health education is delivered through PSHE lessons, through collective worship and wider aspects of the national curriculum. This applies across the whole Trust, including the Foundation Stage.

### Science

We follow the national curriculum for Science which incorporates the following – there is no right of withdrawal from the Science curriculum.

Early Years Foundation Stage - Understanding the World (Nursery and Reception):

- Children talk about past and present events in their own lives and in the lives of family members
- They know that other children do not always enjoy the same things, and are sensitive to this
- They know about similarities and differences between themselves and others, and among families, communities and traditions

Key Stage 1 Science - children will learn about the human body and that animals and humans grow, change and reproduce.

The Key Stage 1 Science National Curriculum indicates that pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 Science – children will learn more about the body, what humans need for growth and development and extend their understanding of reproduction.

The Key Stage 2 Science National Curriculum indicates that pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals,

including humans

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **Relationships Education**

In line with Department for Education guidelines, by the end of primary school our children will have knowledge and understanding of the following:

### Families and people who care for me

Pupils should know:

- 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 or civil partnership represent 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

### Caring Friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.

### Respectful Relationships

Pupils should know:

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.

- 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.
- what a stereotype is, and how they are generally unfair, unhelpful or even destructive.
- the importance of consent, permission-seeking and giving in relationships with friends, peers and adults.

### Online Relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### Being Safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

## **Sex Education**

We deliver a sex education programme that is in keeping with our values and objectives identified above, as well as completely satisfying government requirements. Our programmes are designed to help children stay safe and to live in accordance with their own values. We aim to give parents and carers confidence in the programme that children receive and in supporting them at home.

This programme is tailored appropriately according to the age and the physical and emotional maturity of the pupils. It is always delivered in a way that is sensitive and supportive, catering for a range of different backgrounds, knowledge and needs. It ensures that pupils are prepared for the changes that 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. We see this as important preparation for their transition to secondary school and for life beyond school.

### **Puberty Education (A compulsory part of the Science National Curriculum)**

This will be introduced in upper Key Stage 2 (Years 5 and 6) and will include:

- Changes in the body at puberty;
- When changes are likely to occur, issues that may cause them anxiety and how to deal with

them;

### **We teach our children about puberty in Year 5 and Year 6.**

We understand that different children mature at different rates and that one Year 5 child might be ready to learn about puberty when another is not. Parents and Carers of Year 5 children may choose to withdraw their child from this session and wait until their child is in Year 6 before they take part in this lesson. The content is usually delivered by a Coram Life Education Educator as part of our annual Wellbeing Day. We find that the children are less likely to be embarrassed and more willing to ask questions when the lesson is led by someone other than their class teacher. (The class teacher/Headteacher will be present during the lesson.)

Before the lesson is taught, we will:

- Write to parents and carers to let them know when the lesson will take place and what will be discussed
- Offer parents and carers a meeting with the Educator to discuss the content of the session, how the information will be presented and how to support their child/children following the session

When the lesson is taught, we will:

- Split the children into single sex groups
- Deliver the lesson at the end of the day so that the children go home to discuss what they have learnt with parents/carers first, before their peers
- Be sensitive to the needs of our pupils and support and reassure any child who is anxious or upset

After the lesson is taught we will:

- Reassure the children that we are here to answer any further questions they may have (within the remit of our policy), following the session
- Remind our children that this lesson was delivered to them because they are mature enough to understand it and because they are at that stage in their lives when they need to know the information covered. Explain that they should not discuss it with younger children in school or those who did not participate.

**When puberty education is delivered as part of our Coram Life Education Day, the instructor will also deliver a session entitled 'How Babies are Made' which covers conception. Parents and Carers will have the opportunity to discuss the content as the session with the instructor beforehand if they wish to as detailed above.**

**This part of the day is not a statutory requirement and parents and carers will be able opt out of this session.**

### **Goodness & Mercy**

Our schools will be using the resource 'Goodness and Mercy' - <https://goodnessandmercy.co.uk/> to support them in the delivery, coverage and progression for RSHE across their settings - this is a resource that has been developed for the delivery of RSHE for Church of England Schools.

- *Goodness and Mercy* offers an opportunity to ground the RSHE curriculum in an acknowledgment of the worth and dignity of all people, rooted in the Christian belief that all are divinely created and eternally loved. This offers an ethos that supports our sense of individual and communitarian value, affirms that relationships (including intimate relationships) should and can be life-giving and offers resounding reasons for looking after ourselves and others.

- The resource aims to fully support the Church of England vision for education: “I come that they may have life in all its fullness” (John 10:10). This scripture grounds us in the recognition that having a positive relationship with ourselves and with others is foundational for a complete and fulfilled life.

These are the progression and coverage documents taken from 'Goodness and Mercy' – these will be followed as a minimum by all schools. Schools will use the resources from this programme as well as adding other resources as necessary to ensure the content of lessons is fulfilling the needs of the pupils involved. The main outcomes from this document will form the basis for RSE in all Trust schools.

## HEALTH EDUCATION

Strand	KS1 outcomes	KS2 outcomes
<b>Sleep, rest and hygiene</b>	<ul style="list-style-type: none"> <li>• Pupils can describe how to look after themselves.</li> <li>• Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep (Science)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain why it is important to look after themselves.</li> <li>• Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this.</li> <li>• Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so.</li> <li>• Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• Pupils can identify and list many healthy and less healthy foods.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can plan a healthy diet and describe the dangers of an unhealthy one.</li> </ul>
<b>Spiritual practices</b>	<ul style="list-style-type: none"> <li>• Pupils will have observed/ experienced/participated in some calming spiritual time.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health. personal preferences, giving reasons. (Collective Worship /RE)</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>• Pupils can name and talk about different kinds of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</li> </ul>

<p><b>Mental health, wellbeing and emotional literacy</b></p>	<ul style="list-style-type: none"> <li>• Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful.</li> <li>• Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others.</li> <li>• Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move.</li> </ul>
<p><b>Alcohol, smoking and drugs</b></p>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. <b>(Citizenship)</b></li> <li>• Pupils show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break.</li> <li>• Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</li> <li>• Pupils can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns.</li> </ul>
<p><b>Puberty</b></p>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams. <b>(Science)</b></li> <li>• Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction. <b>(Science)</b></li> </ul>

<b>Screen time and screen-safety</b>	<ul style="list-style-type: none"> <li>• Pupils can list some of the ways that screens improve their lives.</li> <li>• Pupils can list some rules about the limits for using screens that can keep people healthy.</li> <li>• Pupils can identify how people use 'masks' online to be nasty and who to ask for help.</li> <li>• Pupils can list what information should or should not be shared. (Safeguarding)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain how to make wise choices online and why limiting screen time is a good idea.</li> <li>• Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.</li> </ul>
<b>First Aid</b>	<ul style="list-style-type: none"> <li>• Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries).</li> </ul>
<b>Key theology for Church of England / Methodist schools</b>	<ul style="list-style-type: none"> <li>• Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: "You are fearfully and wonderfully made" (Psalm 139) and "God saw that it was very good" (Genesis 1).</li> <li>• Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people's regard for themselves and enjoyment of living in their bodies.</li> <li>• Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.</li> </ul>

## RELATIONSHIPS EDUCATION

Strand	Key Stage 1	Key Stage 2
<b>Family</b>	<ul style="list-style-type: none"> <li>• Pupils can talk about the people who care for them and give them love, and the things that they do to share that care.</li> <li>• Pupils can talk about the ways that they might show that they enjoy being in their families.</li> <li>• Pupils can show that they understand that different people have different kinds of families.</li> <li>• Pupils can talk about what is the same across all families.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another.</li> <li>• Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them.</li> <li>• Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents,</li> </ul>

	<p>Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family.</p>	<p>blended families, foster parents, multi-generational families).</p> <p>Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc).</p> <p>Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe and can show that they know how to seek help or advice.</p>
<p><b>Friendship</b></p>	<ul style="list-style-type: none"> <li>• Pupils can describe what a good friend is like.</li> <li>• Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like.</li> <li>• Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity.</li> <li>• Pupils can talk about what you can do if you fall out with your friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them.</li> <li>• Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence.</li> <li>• Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices.</li> <li>• Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable.</li> </ul>

<p><b>Relationships and Marriage</b></p>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong.</li> <li>• Pupils will be able to give examples of positive long-term relationships that bring joy and meaning to those involved.</li> </ul> <p>Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness.</p> <ul style="list-style-type: none"> <li>• Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or world view). (RE)</li> </ul>
<p><b>Anti-bullying</b></p>	<ul style="list-style-type: none"> <li>• Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful.</li> <li>• Pupils can talk about where to go for help if they are bullied.</li> <li>• Pupils can talk about why it is good to be kind to people.</li> <li>• Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can show understanding about the different types of bullying that people can encounter.</li> <li>• Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.</li> <li>• Pupils can explain what stereotyping is and how bullying can be damaging for someone.</li> <li>• Pupils can explain how people can keep themselves safe and ask for help when bullied.</li> <li>• Pupils can describe how not to be a bystander when someone else is bullied.</li> <li>• Pupils can explain how to report bullying and support someone who has suffered unkindness.</li> </ul>

<p><b>Making good boundaries</b></p>	<ul style="list-style-type: none"> <li>• Pupils can talk about how their bodies belong to them, are incredibly special and should be protected.</li> <li>• Pupils can identify what is safe and unsafe touching.</li> <li>• Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that.</li> <li>• Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public.</li> <li>• Pupils can explain what a bad secret is like and how to get help.</li> </ul>
<p><b>Key theology</b></p>	<ul style="list-style-type: none"> <li>• Pupils can explain that most Christians believe that God loves people, that God has always loved them as an individual and always will.</li> <li>• Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God).</li> <li>• Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people.</li> </ul> <p>Pupils can give examples of people doing things that hurt others. They can talk about how humans often let themselves down.</p> <ul style="list-style-type: none"> <li>• They can describe simply what the word forgiveness means and talk about fresh starts.</li> <li>• Pupils can talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they really hurt us.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death.</li> <li>• Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love.</li> <li>• Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others.</li> <li>• Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly.</li> <li>• Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace.</li> <li>• Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.</li> </ul>

## FAQ for Parents & Carers

**Please note we have chosen to call our policy (Relationships & Health Education) as Sex Education (beyond the requirements of the National Curriculum) is not taught to our pupils unless requested by parents and carers.**

### **Why is the Government introducing Relationships & Sex Education in Primary School?**

4 reasons why we should deliver effective Relationships & Sex Education, laying the foundations in Primary School:

- **Young people need and want it and parents want schools to deliver it.**
- **It can change behaviour and attitudes and promotes health and wellbeing.**
- **Relationships & Sex Education (RSE) helps keep young people safe, contributes significantly to school's fulfilment of their safeguarding obligations - and meets Ofsted requirements for safeguarding.**
- **It enhances academic achievement as part of a programme of effective PSHE**

#### **Young people need and want it and parents want schools to deliver it:**

The evidence shows that children and young people want to learn about issues such as body confidence, love and sexual attraction, how to respond to peer pressure, and how to behave in a relationship; young people need help to understand the way their bodies and feelings change as they grow and develop, and to develop skills and confidence. They have a right to feel safe and healthy, and a right to education that helps them learn and achieve. The evidence shows that they want schools to deliver it. A survey commissioned by the National Association of Head Teachers found that 88% of the parents of school-aged pupils want SRE to be taught in all schools.

#### **It can change behaviour and attitudes and promotes health and wellbeing:**

Evidence has shown that Sex & Relationships Education was one of the key significant factors in the successful 51% reduction in teenage conception in England and that young people whose main source of information about sex and relationships is school lessons are more likely to start having sex later; receiving comprehensive RSE was also associated with being less likely to have been treated for an STI. Public Health England suggest that high quality PSHE including RSE "continues to be the most efficient route to 'universally, comprehensively and uniformly targeting adolescent populations' with the potential to contribute to a range of health outcomes." People who reported school lessons as their main source of sex education were not only less likely to report first intercourse before age 16, but also more likely to report that at that time: a reliable method of contraception was used; the timing felt right; their decision to have sex was an autonomous one and that both partners were equally willing. This last feature of the evidenced benefits of RSE is particularly pertinent to safeguarding young people in relation to understanding of consent and healthy vs. abusive relationships.

## **SRE/RSE helps keep young people safe, contributes significantly to school's fulfilment of their safeguarding obligations - and meets Ofsted requirements for safeguarding:**

Evidence from research with children and young people underlines the importance of safeguarding focused on sex and relationships issues. For example, in a Child Line survey of 13 to 18-year-olds, 60% said they had been asked for a sexual image or video of themselves; one in three 16 to 18-year-old girls experience unwanted sexual touching/'groping' at school. In a NSPCC study, one in three girls and 6 percent of boys reported that they had experienced sexual violence from a partner. A NSPCC study found that "SRE can encourage children and young people not to engage in potentially harmful behaviour such as sexting [...] and enable them to recognise what is abusive behaviour and how to get help".

## **It enhances academic achievement as part of a programme of effective PSHE:**

Both Public Health England and the DfE in giving evidence to the House of Commons Education Committee, made the point that PSHE including RSE benefits attainment in school. Public Health England noted that it "adds to pupils' knowledge and resilience, and will help them achieve at school. The DfE stated that "children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement" and that PSHE "supports and extends other subjects in the school curriculum, developing children's resilience, confidence and ability to learn".

## **Does my child have to take part in Sex Education?**

Maintained primary schools must follow the National Curriculum, which includes some aspects of sex education in Science. Parents cannot withdraw their child from these sessions. This is what is covered in the National Curriculum for Science:

### **Y1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.**

- (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes).

### **Y2 Notice that animals, including humans, have offspring which grow into adults**

- They should be introduced to the processes of reproduction and growth in animals.
- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

### **Describe the life process of reproduction in some plants and animals.**

### **Y5** • Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

### **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.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

### **Y6 Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.**

## **Will my Reception/KSI child be taught the names of intimate body parts?**

Children do not learn the names of sexual organs until they are taught about puberty in the upper juniors (compulsory in Year 6). However, they do learn about the names of body parts in KSI. Although we do not teach the names of intimate body parts in the infants, it is possible that the children may ask about this as part of their lessons. Many families prefer not to use the proper names for sexual organs with young children and a variety of euphemisms are common. To avoid confusion, if asked about this, we will use proper names when speaking to the children but we will explain that different families use different names and it is okay to use whatever name you are comfortable with. As part of our PSHE Curriculum, our infant children will take part in a Wellbeing Day once a year delivered by the Life Education Service. This will focus on the Pants Rules <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>. We have a duty in school to make sure that our pupils know how to keep themselves safe. The Pants Rules are as follows:

**Privates are Private** - Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it's OK first.

**Always remember, your body belongs to you:** Your body belongs to you. No one should ever make you do things that make you feel embarrassed or uncomfortable. If someone asks to see or tries to touch you underneath your underwear say 'NO' – and tell someone you trust and like to speak to.

**No means no** - No means no and you always have the right to say 'no' – even to a family member or someone you love. You're in control of your body and the most important thing is how YOU feel. If you want to say 'No', it's your choice.

**Talk about secrets that upset you :** There are good and bad secrets. Good secrets can be things like surprise parties or presents for other people. Bad secrets make you feel sad, worried or frightened. You should tell an adult you trust about a bad secret straight away.

**Speak up, someone can help:** Talk about stuff that makes you worried or upset. If you ever feel sad, anxious or frightened you should talk to an adult you trust. This doesn't have to be a family member. It can also be a teacher or a friend's parent – or even [Childline](#).

**Parents and Carers will be informed when this session is going to be taught and have the right to withdraw their child from it if they wish. We would strongly encourage all our families to let their child take part by the end of Year 2. The Life Education Educator will use proper names for body parts during this session, but will also acknowledge all the other names that the children use and ensure that they understand that other names are okay too.**

## **How will my child be taught about Health & Relationships?**

- In a sensitive, age appropriate way
- Through careful planning that will enable children to acquire knowledge and develop life skills and respectful attitudes and values.

- With sufficient time to cover topics with a strong emphasis on relationships, rights, responsibilities to others and communication skills.
- By relating it to the children's online and offline world.
- By being medically and factually correct
- In a completely inclusive way – accepting of faith, culture and gender identity.
- By setting ground rules so that children feel confident to engage in discussions and ask questions
- Through a rich variety of opportunities for active learning.
- By utilising a range of teaching and learning strategies, including discussion.
- By considering the attitudes and values of students and a range of other significant groups in society.

### **Will my children learn about same sex relationships?**

Yes - in order to comply with the equality act and ensure that we are being inclusive of all of our children. However, this will be done in a sensitive way and will be dictated by the age of the children. This is part of the overall culture of the school rather than specific to RSE lessons. There is equality in the law for opposite and same sex couples (marriage, consent to sexual activity and adoption). Sex and Relationship Education Guidance 2000 states that "As part of SRE, pupils should be taught about the nature and importance of marriage for family life and bringing up children". The equality Act 2010 "Schools must accurately state the facts about marriage of same-sex couples under the law of England and Wales, in a way that is appropriate to the age and level of understanding and awareness of pupils". "Valuing All God's Children" from The Church of England states that "[schools should]...Create a culture where children can grow to be content, living well in their own skin and happy for others for the skin they are in.....In order to do this it will be essential to provide curriculum opportunities where difference is explored, same sex relationships, same sex parenting and transgender issues may be mentioned as a fact in some people's lives. For children of same-sex or transgender parents or with close LGBT relatives this will be a signal of recognition that will encourage self-esteem and belonging.