



Relationships Education Policy encompassing Sex Education

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*In line with our Biblical Vision (Matthew 13: 31-32),
"The kingdom of heaven is like a mustard seed, which a man took and planted in his field.
Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants
and becomes a tree, so that the birds come and perch in its branches."*

*this policy has been developed being mindful of our aim to provide an excellent education and
to*

- Be true to Christ and His teachings.*
- Be known for kind and thoughtful actions and attitudes.*
- Be inclusive in serving, sharing and showing God's love to benefit all.*

Relationships Education at Chevening (St. Botolph's) Church of England (VA) Primary School

*Our approach to relationships and health (sex) education is based on a change in law, with effect from September 2020, requiring primary schools in England to teach **Relationships Education and Health Education**. The Department for Education published [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#) This guidance requires primary schools in England to have a written Relationships Education policy to explain:*

- *How Relationships and Health Education is delivered*
- *What sex education (if any) a school chooses to cover that goes beyond the National Curriculum for Science and Relationships Education.*

This Relationships policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2022.*

As a **Church School**, our approach is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

Other important school policies that are relevant to this Relationships Education Policy, include: Behaviour Policy, Anti-Bullying Policy, Child Protection Policy, Equalities Policy and the Health and Safety Policy.

In Chevening (St Botolph's) Primary School, Senior Leaders and Staff view Personal, Social, Health and Emotional (PSHE) and Relationships Education, as sitting within the parameters of both the "Personal Development" and "Behaviour and Attitude" aspects of the Ofsted Inspection Framework, which guides our self-evaluation processes. Relationships Education provides significant opportunities to teach and address elements of the school's Safeguarding and Equality Duties, the Government's British Values agenda and S.M.S.C. (Spiritual, Moral, Social, Cultural learning), which underpin and dovetail with academic subject knowledge and skills.

Vision and Values

Our approach to Relationships Education, which forms part of our Personal, Social and Health Education curriculum, is based upon the premise that all life is a gift from God and we are created in the image of God, "So God created humankind in his image, in the image of God he created them." (Genesis 1: 27 NRSV)

Our school **Christian Values** of Honesty, Love, Forgiveness, Perseverance, Respect, Compassion, Courage and Faith are part of everyday life at Chevening and combine to support and promote the personal, social, health and emotional development of everyone at our school. When considering themselves, their words and deeds and when interacting with others, we want Chevening children to be identifiable by their values, attitudes and aptitudes as children and as they grow into adults.

What is Relationships Education?

In a Primary School this means:

- *teaching the fundamental building blocks and characteristics of positive relationships, looking at friendships, family relationships, and relationships with other children and with adults.*
- *children are taught what a relationship is, what friendship is, what family means and who the people are who can support them. From early years, children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Children are taught about personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school.*
- *respect for others is taught in age-appropriate ways, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.*
- *staff talk about and demonstrate the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This also helps children to recognise any less positive relationships when they encounter them.*
- *staff apply the principles of positive relationships to online activity and life especially as, by the end of primary school, many children will be using the internet. In Relationships Education, teachers address online safety and appropriate behaviour in ways that are relevant to the children's age and experiences. Learning addresses how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in unexpected ways.*
- *teaching about families is handled sensitively and carefully, based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Staff are careful to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.*
- *children's growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in each individual. We take a whole-school approach to encourage and recognise the development and use of resilience and other attributes, this includes character traits such as self-belief that they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, we encourage and expect Chevening children to develop personal attributes through our School Christian Values, which align with virtues of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This is achieved in a variety of ways including by planned curriculum opportunities to undertake social action, active citizenship and voluntary help/service to others locally or more widely.*
- *children are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.*

- *staff teach the knowledge that children need to be able to recognise and to report inappropriate behaviour and abuse, including emotional, physical and sexual abuse, by focusing on personal boundaries and privacy, so that our children understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Our children learn how to report concerns and seek advice when they suspect or know that something is wrong. Our children learn about making sensible decisions to stay safe (including online) and are taught that it is never the fault of a child who is abused and why victim blaming is always wrong. These topics complement Health Education and support safeguarding of children.*

Teaching Themes and Approaches:

PSHE, including Relationships Education, is usually taught by class staff to all classes; teachers and support staff establish good working relationships and an ethos of trust with their classes. Occasionally, specific input may be provided from other sources, including online/live health professionals, when appropriate. If staff feel it helpful, specific issues may be addressed in smaller groups, or gender groups, so that the same teaching points can be discussed openly and honestly.

The school follows the **CORAM** PSHE scheme of work, which enhances our approach and ensures teaching and learning addressed all requirements. The resources are adapted and supplemented by teachers, in order to meet the needs of the individuals and groups within their class.

CORAM termly teaching modules sit within the three core themes of PSHE: ***Health and Wellbeing, Relationships and Living in the Wider World***

The six termly CORAM units for all classes are:

Term 1: **Me and My Relationships**

Term 2: **Valuing Difference**

Term 3: **Keeping Myself Safe**

Term 4: **Rights and Responsibilities**

Term 5: **Being My Best**

Term 6: **Growing and Changing**

The progression in skills and knowledge from Reception to Year 6 is detailed in the [PSHE curriculum area](#) of the school website and show the interweaving of Relationships Education themes within PSHE.

The overall DFE expectations for Relationships Education can be found in Appendix 1. The same themes are taught to all children from Reception to Class 6, through a progression of learning topics, expectations and resources including:

- materials staff have used/developed over time (Channel 4 Growing & Changing)
- CORAM (PSHE scheme of work)
- Goodness and Mercy (Church of England Schools scheme)
- PSHE Association

Sex Education:

In addition to Relationships Education, The National Curriculum for Science is a **statutory** requirement for all pupils, including some aspects that relate to relationships, health and sex education:

At Key Stage 1 pupils should:

- *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*
- *notice that animals, including humans, have offspring which grow into adults.*

At Upper Key Stage 2, pupils should:

- *describe the life process of reproduction in some plants and animals.*
- *describe the changes as humans develop to old age.*
- *recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.*

Although Sex Education is not compulsory at Primary School, Chevening (St Botolph's) Primary School believes it is important to prepare children, if possible in advance, for some of the changes they will experience through puberty and also to look ahead to more adult relationships. This specific teaching is aimed at Year 5 and Year 6, although some children may begin to experience personal changes linked to puberty ahead of this, which may lead to a change in our approach.

The teaching will include:

- The key facts about puberty and the changing adolescent body, particularly between the ages of 9 – 11, including both physical and emotional changes
- Menstrual well-being, including the main facts about the menstrual cycle
- Teaches the human life cycle from conception to birth, taking into account development and other differences.

Working with parents

We appreciate the sensitivity and concerns which some parents/carers may feel towards Relationships Education, including Sex Education. School staff believe that working in partnership with our families is vital, so we invite parents/carers to view and discuss the materials we use in school. We believe that, in order for the children to achieve the required learning objectives, a positive and united partnership must continue to exist between home and school; we also encourage discussion about this area of the curriculum at home. It is important that parents/carers have a sound understanding of the purpose and content of the Relationships curriculum. With this knowledge, they can model positive relationships and not misunderstand the subject, which may lead to a request to withdraw children from Sex Education lessons.

We assure parents/carers that we will:

- Inform parents/carers about the school's Relationships and Sex Education policy and practice;
- Inform parents/carers **before** key topics are delivered
- Answer any questions that parents/carers may have about Relationships and Sex Education for their child;

Parents/carers continue to **have the right to request** that their child/ren be excused from some, or all aspects of the Sex Education that is delivered through PSHE.

Parents/carers **do not have the right to request** that their child/ren be excused from the Science Curriculum, Relationships Education or Health Education aspects of the PSHE programme. Any parents / carers who are considering making a request to remove their child from the Sex Education lessons should contact the School Office in order to discuss this with the Headteacher and Class Teacher. Following a discussion, any parents/carers wishing to withdraw their child from Sex Education must write a letter to the Head Teacher, confirming this decision.

Equal opportunities (Inclusion)

Chevening (St. Botolph's) Church of England Primary School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected.

We believe that God has made each of us as a unique human being and we are all equally valued. We recognise and celebrate this; our Relationships Education and Sex Education curricula are inclusive for all, including those who are vulnerable and those with SEND. Teaching and learning resources may be adapted to make them more accessible or appropriate. We also recognise and respect cultural and other differences within the school and the wider community and disrespectful and judgmental comments or attitudes will never be tolerated. We will always give due regard to the age of the class or group taught.

Confidentiality

Staff will conduct Relationships Education and Sex Education lessons in a sensitive manner and with consideration for the need for confidentiality. However, should issues of disclosure regarding inappropriate sexual behaviour/activity arise; the staff will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the appropriate school policy will be followed.

Sensitive Issues

Staff delivering the school's Relationships and Sex Education programmes will generally respond to sensitive issues raised, including those beyond the curriculum content. If staff feel uncertain about any aspect of the Relationships and Sex Education programmes, they should speak with a member of the Senior Leadership Team. If pupils ask questions or seek information about sensitive matters, staff should use their professional judgement over the response, possibly after consultation with colleagues, with the aim of providing accurate, honest and age-appropriate information. Staff should not answer personal questions. Adults should be especially aware of issues regarding safeguarding and confidentiality, including the relevant policies.

Monitoring and Review:

The review and monitoring of this policy is the responsibility of the PSHE Subject Leader includes:

- Reviewing planning and guidance.
- Liaison with class teachers.

- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

The Learning and Development Committee of the Governing Board monitors both PSHE and Relationships Education Policies every two years. This Committee reports its findings and recommendations to the full Governing Board, as necessary, to update this policy statement.

Governors' role:

It is a strategic responsibility of the Governing Board to ensure that the statutory requirements for Relationships and Health Education (RHE) have been met by the school.

- All pupils make progress in achieving the expected educational outcomes.
- Relationships and Health Education is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- Relationships Education is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- Foundation governors have wider responsibilities in relation to maintaining and developing the religious ethos of the school.
- Governors must agree a written policy for Relationships Education which should be reviewed every two years by the Full Governing Board.
- In drawing up the policy for Relationships Education, Governors should:
 - ensure it reflects the Christian ethos of the school. These beliefs and values should permeate the life and work of the school and the Relationships Education policy should also reflect the school's vision as a church school.
 - ensure that the RHE policy is linked to other relevant policies, in particular policies concerned with promoting the welfare and safeguarding of pupils.
 - involve consultation with parents/carers and pupils to ensure it meets the needs of the pupils.
 - ensure that a copy of the Relationships Education policy is accessible to all parents/carers.

Appendix 1: DFE Expectations for Relationships Education:

By the end of primary school, children should have been taught about:

Families and People who care for me:

- Families are important for children as they grow up because they provide love, security and stability.
- The characteristics of healthy family lives encompassing: commitment, protection and care of children and other family members, spending time together and sharing aspects of each other's lives.
- Other families around them may look different from their own but these differences should be respected as they are also characterised by love and care.
- Stable, caring relationships, of different types, are important for the security of children as they grow.
- Marriage is a formal and legal commitment between two people intended to be lifelong.
- How to get help and advice from others if family relationships are making them feel unhappy or unsafe.

Caring Friendships:

- Friendships are important to security and well-being and how friends are chosen and made.
Friends share characteristics such as: respect, trustworthiness, truthfulness, loyalty, kindness, generosity, support, shared interests. These include many of our school Christian Values.
- Healthy friendships are positive and welcoming.
- Friendships have ups and downs and these can be worked on to improve, repair or strengthen the relationship.
- Violence is never right.
- When a friendship is making them feel unhappy or uncomfortable there are ways to manage this and places they can go to for support and advice.

Respectful relationships:

- It is important to respect others who are different from them, whether this be through:
 - character, personality, background, physical appearance;
 - the making of different choices
 - different practices or beliefs
- There are practical steps that can be taken to support and improve relationships.
- There are conventions regarding manners and courtesy.
- Self-respect is important to their relationships with others as well as their own happiness
- In school and in the wider society that they should expect to be treated with respect and that they should show respect to others including those who are in positions of authority.
- There are different types of bullying. They should understand the responsibility of being a bystander and how to access help and support.
- Stereotyping can be unfair, negative and destructive. They should be able to recognise what a stereotype is.
- It is important to both seek and give permission in a relationship with friends, peers and adults.

Online relationships:

- People sometimes behave differently and may pretend to be someone that they are not.
- The same principles apply to online relationships with regard to respect for others.

- There are rules and principles to keep safe online – these principles are explained in full in the Child Protection Policy.
- They need to critically consider online relationships including awareness of the risks associated with those people that they have never met.
- Information and data is shared and used online.

Being Safe:

- There are appropriate boundaries for friendships with peers and others including within a digital context.
- It is not always right to keep secrets if they relate to keeping safe.
- Their body is their own and there are differences in appropriate and inappropriate or unsafe physical contact.
- In all contexts, there are safe and appropriate ways to respond to unfamiliar adults that they may encounter.
- They should report feelings about adults that they recognise as unsafe or uncomfortable.
- Should ask for help for themselves or others and persist until they are heard.
- Concerns or abuse should be reported.
- There are different places from which they can get advice such as: family, school and/or other sources.