

RELATIONSHIPS EDUCATION POLICY

'...like a tree firmly planted by streams of water which yields its fruit...'

Psalm 1v3

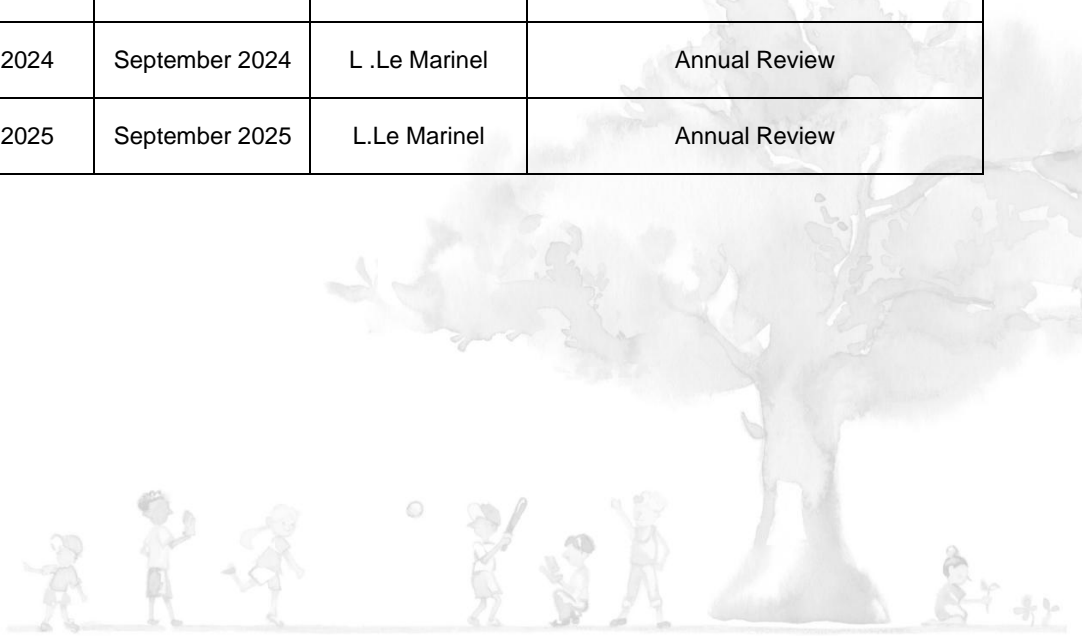


Bollinbrook CE Primary School Relationships Education Policy

Recommended by	Lynne Le Marinel
Approved by	Governing Board
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Legal Status	Statutory

CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
2	August 2021	September 2021	L. Le Marinel	Resource change
3	April 2022	April 2022	T Wallace	Policy name change from Gov.UK
4	July 2022	September 2022	L .Le Marinel	Annual Review
5	August 2023	September 2023	L .Le Marinel	Annual Review
6	August 2024	September 2024	L .Le Marinel	Annual Review
7	August 2025	September 2025	L.Le Marinel	Annual Review





Mission Statement

... 'a tree firmly planted by streams of water which yields its fruit...' Psalm 1v3

At Bollinbrook CE Primary the Christian value of 'Love' is at the heart of who we are as a community. We teach our children to be rooted in Jesus Christ so they develop a love of learning that supports their academic, emotional and spiritual growth. If rooted in Christ, children can grow into who they were created to be. Based on Psalm 1v3, 'like a tree firmly planted by streams of water which yields its fruit...' We are helping our children grow spiritually, emotionally and academically laying firm roots that will provide strong foundations and bear fruit that will help them on the next stage of their educational journey.

Context

From September 2020 all schools in England and Wales must deliver the mandatory programme of Relationships Education and Health Education. At Bollinbrook, we welcome this development, while also recognising that this is only a partial curriculum within a wider context of Personal, Social, Health and Economic Education (PSHE). The Church of England's "Vision for Education" document clearly articulates that good education must promote "life in all its fullness" John 10:10. The focus on the education and development of the whole child is essential to this, enabling children to learn and grow to become the best that they can be. The Christian belief that human beings are created in the image of God, and that each shares in God's purpose to bring life and allow creation to flourish, underpins the work and nature of the school, and is endorsed in our mission statement. This vital task must include the essential learning outcomes identified in the mandatory curriculum

As a Church school all we do is underpinned by scripture, striving to ensure that everyone within our community is supported and encouraged to always make appropriate and well-informed choices. Age appropriate, specialist advice and guidance is vital if all within the school are to achieve this goal. We undertake to follow the principles relating to Primary Schools in the Church of England 'Charter for faith sensitive and inclusive relationships education, Relationships Education (RSE) and health education (RSHE)' (Appendix 1).

At Bollinbrook we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

The purpose of this Relationships Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development and prepares them for the opportunities, responsibilities and experiences in life.



Under the provisions of the Equality Act, Bollinbrook CE Primary will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation and the delivery of RSE will reflect this. At Bollinbrook CE our Accessibility Policy sets out how we make reasonable adjustments to alleviate disadvantage and when planning and delivering the RSE curriculum, we take account of the SEND Code of Practice.

Definition of RSE in a Primary School

Relationships Education is the programme of 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.

Sex Education is a programme of work that covers romantic relationships, sexual health, contraception linking to our Science Curriculum, which covers Human Reproduction.

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

Purpose

Our school relationships and education policy will:

- set the teaching within the Christian context /ethos and teaching
- support parents, who have the primary role in providing relationship and sex education
- provide a secure framework for staff to work in
- make a statement of the values the school is committed to and which will inform the sex education programme
- give information to parents about the programme so that they are aware of what will take place and will be aware of opportunities for involvement and consultation
- support parents when talking to their children about relationships and sex
- provide guidance for all staff and outside visitors
- indicate how our school will respond to all relevant legislation and practice issues
- clarify who is responsible for what

Aims

Our aims, in delivering RSE are to:

- help and support all our children, through their physical, emotional and moral development, providing age and emotional appropriate information which will enable them to make positive and well-informed decisions
- teach all our children to respect themselves and others without prejudice and to move with confidence from childhood through adolescence into adulthood
- provide our children with an understanding of the importance of respect, love and care within stable relationships for family life and loving relationships



- educate our children about reproduction, sexuality and sexual health and to foster important life skills, such as critical thinking, decision-making, communication and assertiveness
- ensure that RSE is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities

Objectives

Relationships Education (RSE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. Our objectives are to deliver a scheme of work and provide other learning opportunities and experiences that teach our children:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- to identify different influences on health and wellbeing
- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships
- about different types of adult relationships, including Lesbian, Bisexual, Gay, and Transgendered, and to discuss these with confidence and respect

Delivery of RSE

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.



We carry out the main RSE curriculum in PSHE lessons however, we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In line with government guidance to provide Relationship and Sex Education that is tailored to the age and maturity of the children, from September 2021, we implemented a graduated, RSE age-appropriate programme (The Christopher Winter Project), to be taught from Foundation Stage to Year 6. Lessons are delivered using planning and resources from this scheme. For the Year 5 and 6 puberty lessons, we use the guidance from the school nurse team and their recommended resources.

Organisation

All staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

RSE is usually delivered by the class teacher in mixed gender groups. There may, however, be a small number of occasions when it is more appropriate for topics to be covered in single sex groups.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, e.g. the school nurse.

Science Curriculum

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

Key stage 1

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

Key stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- 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.

Assessment, Recording and Reporting

Teachers assess the children's work in RSE by:

- . Observing paired, group and class discussions during lessons
- . An initial knowledge harvest prior to teaching on individual assessment grids
- . Recording what has been learnt after the lesson on individual assessment grids



. Discussion with individual pupils.

Special Educational Needs

Pupils are entitled to the same opportunity as other children to benefit from Sex Education. They may need more help than others in coping with the physical and emotional aspects of growing up and in learning what sorts of behaviour are and are not acceptable.

Specific Issues

Dealing with Difficult questions/situations:

Our school's Relationship and Sex 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 over which some staff, parents and governors may have reasonable concerns, which will be referred to families to discuss with their child/ren.

Our school has decided not to teach about or answer questions on:

rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, masturbation or about forms of sexual intercourse including homosexual practices or foreplay.

AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

Every child has the right to ask questions about their own body and understanding in relation to RSE, therefore if a child asks a question which staff feel is not appropriate to explore within our RSE provisions it will be referred to families. At parental request school can also refer these questions to the school nurse, who will discuss it with the child/ren.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

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 Safeguarding



procedures. 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.

Withdrawal from Sex Education

Parents do not have a right to withdraw their child from Relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

Complaints Procedure

In any case of complaint, parents may approach the school's governing body or the Head Teacher, or they may contact the LA directly.

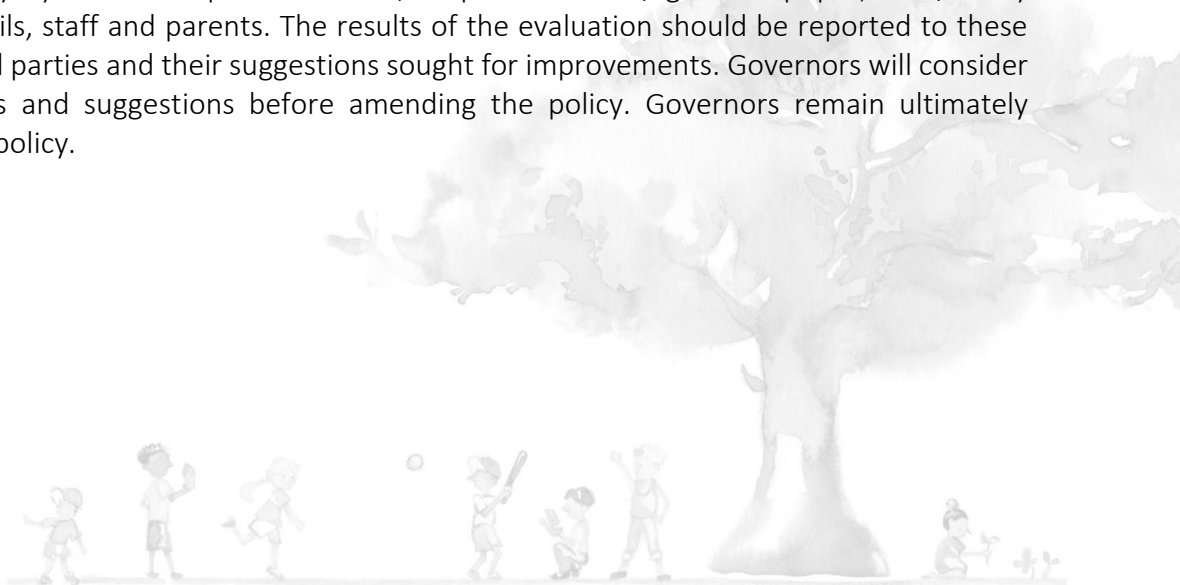
Liaison

School nurse, school doctor and professionals from the Health Promotion Unit at Macclesfield Hospital. All visitors invited to contribute towards our Sex Education policy will be properly briefed, monitored and evaluated.

Evaluating and Monitoring

A programme for teaching RSE is held by the PSHE Subject Lead and skills, attitudes, behaviour and knowledge of pupils will be observed and monitored by the PSHE subject lead. Elements of Sex Education in the science curriculum will be assessed formally.

The RSE Lead will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.





Appendix A

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In Bollinbrook we seek to provide Relationships Education, Relationships Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

To work in partnership with parents and carers.

This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

That RSHE will be delivered professionally and as an identifiable part of PSHE.

It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.

It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.

It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex.

¹ RSHE is used to indicate either Relationships Education, Relationships Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.



It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

That RSHE will promote healthy resilient relationships set in the context of character and virtue development.

It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.

It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.

It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships Education.

To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.

It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

