



All Saints and Sharnford CE Primary Schools

Relationships Education Policy

Date of policy: July 2023

Agreed by the Governing Board – 29th November 2023

Mrs J Gatén, Chair of Governors:_____

Review date: 3 Years

Introduction and Aims

Our Christian values of perseverance, friendship, forgiveness, justice, respect and thankfulness underpin our ethos: every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum. We undertake to follow the principles in the Church of England Charter for faith-sensitive, inclusive relationships education and health education. This approach is underpinned by our school visions.



"Guiding all our flock to flourish"

This statement is based on the idea of us acting as a shepherd, the same way the Lord God does in Psalm 23:1-5 (ICB).

The Lord is my shepherd.
I have everything I need.
He gives me rest in green pastures.
He leads me to calm water.
He gives me new strength.
For the good of his name,
He leads me on paths that are right.
Even if I walk
through a very dark valley,
I will not be afraid
because you are with me.

We want to give our "flock", our community what they need; whether that be rest, calm, strength or guidance. We aim to be a place of safety - a sanctuary where everyone can flourish. We guide our families, meeting them wherever they are, and helping them on their journey academically, socially, emotionally and spiritually.

The idea of a guiding and protecting shepherd also appears in the gospels of Luke and Matthew. These gospels tell of a shepherd who values all of his sheep and ensures they are all safe, even those who wander and need more than others. At All Saints, we want our families to flourish forever using the values we have helped to instil in them- 'for all the days of their lives'.



*"Many hearts make our school
nourishing, flourishing and fruitful"*

Jesus said,

"I am the vine and you are the branches. If you stay joined to me, and I to you, you will produce plenty of fruit.

(John 15:5)

Our school is made up of 'many hearts' and together we make our school family. We are all joined together as branches are to the vine. Just as gardeners look after their plants by watering, feeding them and pruning them, so too the whole school family, guided by the teachings of the Bible, nourish each other in order that everyone is fruitful and is enabled to flourish.

Being fruitful is about the children themselves (their social, emotional and academic growth) and the school community as a whole being fruitful within the community (charity work, acts of service, links with the churches).

Our school's Christian values of perseverance, friendship, forgiveness, justice, respect and thankfulness help us to grow together as one.

All pupils have a right to an education which enables them to flourish, where they are free to be themselves and fulfil their potential without fear and for this to be set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated.

Personal, social, health and economic education (PSHE) is an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family, and as a confident member of the wider community. Our school is committed to serving its community and surrounding areas.

We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

At our school we embrace the British Values of Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

The aims of relationship and sex education (RSE) at our schools are to:

Provide a framework in which sensitive discussions can take place.

Enable pupils to cherish themselves and others as unique and wonderfully made.

Help pupils develop feelings of self-respect, confidence and empathy.

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of healthy relationships, health and hygiene.

Create a positive culture around issues of sexuality and relationships.

Teach pupils the correct vocabulary to describe themselves and their bodies.

1. How this policy was developed

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

1. Review – a working group of staff, clergy and foundation governors (foundation governors ensure that the foundation of the academy is sustained and developed. It is the role of the foundation governor to put all decisions and discussions within the context of the Christian foundation of the school).

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/carer/stakeholder consultation – parents/carers and any interested parties were invited to share their views regarding the policy. Initial draft policies and resources were shared with parents/carers before their completion.
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.

2. Requirements on schools in law

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

From 2020: it will be statutory for schools to deliver Relationships Education in primary schools, and they are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes 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. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

At All Saints & Sharnford Primary Schools, we teach RSE as set out in this policy.

3. What is Relationships (and Sex) Education? How and what will be taught?

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Primary sex education is **not compulsory** in primary schools and as such, we have made the decision to **only teach the elements of sex education which are set out in the Primary Science National Curriculum**. These focus on exercise, food and nutrition, drugs, hygiene, life cycles, evolution and inheritance, how a baby is conceived and changes during puberty.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, puberty and the changes in the adolescent body, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

The RSE curriculum will clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Resources:

A number of resources were considered to ensure that they were age-appropriate and appropriate to our school context. It was concluded that the SCARF scheme of work would be used to resource our PSHE and Relationships Education.

SCARF stands for Safety, Caring, Achievement, Resilience, Friendship. It has been developed by teachers and is centred on a values-based and 'Growth Mindset' approach. The scheme promotes positive behaviour, mental health, wellbeing, resilience and achievement and is online, meaning it always has the most up to date information.

SCARF lessons will be taught from Reception to Year Six as we will be using this scheme for our PSHE work as well as our Relationships Education. There are also a number of links to science, P.E., RE, English as a Spoken Language and even Computing and Maths.

PSHE/RSE lessons will take place weekly in school and be led by the class teacher. Some topics, such as learning about periods and puberty, will be taught as a whole class. However, there will also be time for single sex groupings to ask questions. We are keen to make relationships education part and parcel of our everyday teaching so that we avoid the anticipation and subsequent hype which sometimes surrounds these areas of the curriculum.

Please see Appendix 1 for our Curriculum overview for PSHE/RSE.

4. How Relationships (and Sex) Education is monitored and evaluated

The delivery of PSHE/RSE is monitored by the Head of School, foundation governors and PSHE/RSE lead through:

- Learning walks
- Pupil interviews
- Staff feedback
- Regular reviewing of resources
- Pupil assessment and feedback during and after each unit of work

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every three years. At every review, the policy will be approved by the governing board and changes will be through consultation with parents/carers.

5. How the delivery of the content will be made accessible to all pupils

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent/carer families, LGBT (lesbian, gay, bisexual, transgender) parents/carers, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with

reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

As a school we will look to acknowledge different ethnic, religious and cultural attitudes to relationships education. We have consulted with parents/carers in creating this policy and choosing our scheme of work and we will continue to review this with the support of our parents/carers, pupils, staff and stakeholders, which include the church and our governing body

Children will be taught at a pace which they are emotionally able to cope with. We have spent a great deal of time choosing our resources and ensuring that they are age appropriate. If a child has a learning, emotional or behavioural difficulty, or a physical disability which may affect them accessing the content of a session, then we would adjust our teaching where necessary in consultation with parents/carers. We would always ensure that pupils were able to access at least the basic content from the programme such as self-awareness, privacy and healthy friendships.

6. Parental concerns and withdrawal of students

At All Saints and Sharnford CE Primary School we want to create an active partnership with parents/carers. We have sought their views prior to choosing and creating our PSHE/RSE policy and scheme of work.

Pupils are expected to engage fully in PSHE/RSE and, when discussing issues related to these topics, treat others with respect and sensitivity. Parents/carers do not have the right to withdraw

their children from relationships education. This is because we have chosen not to teach any "Sex Education" that is not already part of the compulsory science curriculum.

We would always welcome parents/carers who have concerns, to discuss them openly with us, so that we can work together to ensure pupils receive the teaching they need.

7. Sources of Further Information

This policy has drawn on:

- The Church of England RSHE Charter https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf
- DfE'S 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

This policy should be read in conjunction with the following policies

Safeguarding (inc. responding to disclosures), Anti-bullying, Equality, diversity and inclusion policy

Appendix 1: Curriculum Mapping

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being My Best	Growing and Changing
Year 1	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being My Best	Growing and Changing
Year 2	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being My Best	Growing and Changing
Year 3	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being My Best	Growing and Changing
Year 4	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being My Best	Growing and Changing
Year 5	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being My Best	Growing and Changing
Year 6	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being My Best	Growing and Changing

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

	1	2	3	4	5	6
Year/Half-termly unit titles	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
EYFS	<p>What makes me special</p> <p>People close to me</p> <p>Getting help</p>	<p>Similarities and difference</p> <p>Celebrating difference</p> <p>Showing kindness</p>	<p>Keeping my body safe</p> <p>Safe secrets and touches</p> <p>People who help to keep us safe</p>	<p>Looking after things: friends, environment, money</p>	<p>Keeping my body healthy – food, exercise, sleep</p> <p>Growth Mindset</p>	<p>Cycles</p> <p>Life stages</p> <p>Girls and boys – similarities and difference</p>
Y1	<p>Feelings</p> <p>Getting help</p> <p>Classroom rules</p> <p>Special people</p> <p>Being a good friend</p>	<p>Recognising, valuing and celebrating difference</p> <p>Developing respect and accepting others</p> <p>Bullying and getting help</p>	<p>How our feelings can keep us safe – including online safety</p> <p>Safe and unsafe touches</p> <p>Medicine Safety</p> <p>Sleep</p>	<p>Taking care of things:</p> <p>Myself</p> <p>My money</p> <p>My environment</p>	<p>Growth Mindset</p> <p>Healthy eating</p> <p>Hygiene and health</p> <p>Cooperation</p>	<p>Getting help</p> <p>Becoming independent</p> <p>My body parts</p> <p>Taking care of self and others</p>
Y2	<p>Bullying and teasing</p> <p>Our school rules about bullying</p> <p>Being a good friend</p> <p>Feelings/self-regulation</p>	<p>Being kind and helping others</p> <p>Celebrating difference</p> <p>People who help us</p> <p>Listening Skills</p>	<p>Safe and unsafe secrets</p> <p>Appropriate touch</p> <p>Medicine safety</p>	<p>Cooperation</p> <p>Self-regulation</p> <p>Online safety</p> <p>Looking after money – saving and spending</p>	<p>Growth Mindset</p> <p>Looking after my body</p> <p>Hygiene and health</p> <p>Exercise and sleep</p>	<p>Life cycles</p> <p>Dealing with loss</p> <p>Being supportive</p> <p>Growing and changing</p> <p>Privacy</p>
Y3	<p>Rules and their purpose</p> <p>Cooperation</p> <p>Friendship (including respectful relationships)</p> <p>Coping with loss</p>	<p>Recognising and respecting diversity</p> <p>Being respectful and tolerant</p> <p>My community</p>	<p>Managing risk</p> <p>Decision-making skills</p> <p>Drugs and their risks</p> <p>Staying safe online</p>	<p>Skills we need to develop as we grow up</p> <p>Helping and being helped</p> <p>Looking after the environment</p> <p>Managing money</p>	<p>Keeping myself healthy and well</p> <p>Celebrating and developing my skills</p> <p>Developing empathy</p>	<p>Relationships</p> <p>Changing bodies and puberty</p> <p>Keeping safe</p> <p>Safe and unsafe secrets</p>

Y4	<p>Healthy relationships</p> <p>Listening to feelings</p> <p>Bullying</p> <p>Assertive skills</p>	<p>Recognising and celebrating difference (including religions and cultural difference)</p> <p>Understanding and challenging stereotypes</p>	<p>Managing risk</p> <p>Understanding the norms of drug use (cigarette and alcohol use)</p> <p>Influences</p> <p>Online safety</p>	<p>Making a difference (different ways of helping others or the environment)</p> <p>Media influence</p> <p>Decisions about spending money</p>	<p>Having choices and making decisions about my health</p> <p>Taking care of my environment</p> <p>My skills and interests</p>	<p>Body changes during puberty</p> <p>Managing difficult feelings</p> <p>Relationships including marriage</p>
Y5	<p>Feelings</p> <p>Friendship skills, including compromise</p> <p>Assertive skills</p> <p>Cooperation</p> <p>Recognising emotional needs</p>	<p>Recognising and celebrating difference, including religions and cultural</p> <p>Influence and pressure of social media</p>	<p>Managing risk, including online safety</p> <p>Norms around use of legal drugs (tobacco, alcohol)</p> <p>Decision-making skills</p>	<p>Rights, respect and duties relating to my health</p> <p>Making a difference</p> <p>Decisions about lending, borrowing and spending</p>	<p>Growing independence and taking ownership</p> <p>Keeping myself healthy</p> <p>Media awareness and safety</p> <p>My community</p>	<p>Managing difficult feelings</p> <p>Managing change</p> <p>How my feelings help keeping safe</p> <p>Getting help</p>
Y6	<p>Assertiveness</p> <p>Cooperation</p> <p>Safe/unsafe touches</p> <p>Positive relationships</p>	<p>Recognising and celebrating difference</p> <p>Recognising and reflecting on prejudice-based bullying</p> <p>Understanding Bystander behaviour</p> <p>Gender stereotyping</p>	<p>Understanding emotional needs</p> <p>Staying safe online</p> <p>Drugs: norms and risks (including the law)</p>	<p>Understanding media bias, including social media</p> <p>Caring: communities and the environment</p> <p>Earning and saving money</p> <p>Understanding democracy</p>	<p>Aspirations and goal setting</p> <p>Managing risk</p> <p>Looking after my mental health</p>	<p>Coping with changes</p> <p>Keeping safe</p> <p>Body Image</p> <p>Sex education</p> <p>Self-esteem</p>