CLAYTON ST JOHN CofE PRIMARY
RELATIONSHIPS EDUCATION POLICY (RSE)

Ratified by Governors:	Autumn Term 2023	Signed Head Teacher : Gemma Emsley Full Governing Body
Next Review Date:	Autumn Term 2024	

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Safeguarding Statement of Intent

At Clayton St John CofE Primary we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Clayton St John CofE. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also work to ensure that our pupils are aware of Online Safety and who to talk to if they feel vulnerable or scared.

Vision Statement

'Growing together in God's Love'

Rooted deeply in God's love, we flourish as individuals and as a community.
Within a nurturing environment, we develop curiosity, creativity and a love of learning.
We learn and grow when things go well and things go wrong. In all we do we hope to be the best we can be.

Ephesians 3 v 16 and Jeremiah 17 v 7 & 8

Statement of Intent

At Clayton St John CofE Primary we strive to ensure that our pupils are safeguarded against any form of harm. We ensure that our staff are trained appropriately, can identify signs of abuse and follow policy and procedures for reporting concerns, disclosures and allegations.

Our Vision

At Clayton St John CofE Primary we pride ourselves on developing a positive ethos built on the foundations of the Christian faith. This ethos is based on the following Values and principles that, as stakeholders, we all aim to uphold:

RESPECT

R: Resilience- Trying our best to **work hard**, we **never give up** when things get **difficult**. We show the **determination** and **strength** to **learn** from our mistakes, showing our **courage** and **self-belief.**

E: Enjoyment- We are **motivated** by our family, friends and teachers and rejoice in **God's love**; we are **fulfilled** by all that this brings. Our **love of learning** is inspired through **fun, creativity, curiosity** and **excitement.**

S: Security- The **love, care** and **responsibility** we are given make us feel **safe** at school. We value **honesty** and **trust** and **achieve more** when we feel **protected**.

P: Pride-When we achieve success we feel **fulfilled** and **satisfied**. We are **happy** for each other and **confident** in all we **believe**.

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E: Excellence- We **challenge** ourselves and one another with **high expectations** and **aspirations**. Together **God's greatness**, we achieve **brilliance** through our **efforts** and **dedication**.

C: Collaboration- **Working together**, **sharing** and **helpin**g, we **respect** our differences and listen to each other. We are a **team** built on **trust** and **co-operation**, celebrating **diversity** and **acceptance**.

T: Trust- With **faith** in God's love and each other, we show **kindness**, **loyalty** and **patience**. We are a **strong community**, **helping** each other by showing **forgiveness** and **honesty.**

1. Aim

The aim of relationships education at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.

Relationships education is not about sexual relationships.

2. Policy Development

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme. This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance.
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to work with us on the policy, look at examples of resources, and make recommendations.
4. Pupil consultation – we spoke to pupils about the skills they would like to learn.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

3. Statutory Requirements

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. Pupils will learn about puberty from the school nurse. Other aspects of sex education will not be covered unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens. If parents would like further Information regarding the content of the lessons, they are welcome to speak to their class teacher or the office. (Updates will take place when

Links to other policies and curriculum areas

4a Curriculum

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

4b Policies

The content of relationships education is supported by our Anti-Bullying Policy, our Equality Statement and Child Protection and Safeguarding policy.

5. Delivery of relationships education

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:
Communication skills

- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions.

These skills are taught within the context of family life and friendships, in an age-appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff with the support of the school nurse and PCSOs as applicable.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

Families and people who care for me

- Families are important for children growing up because they can give love, security and stability.
- 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
- 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.
- 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
- Marriage represents 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

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

- 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.

• 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.
• 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 stereotypes can be unfair, negative or destructive.
• The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

• People sometimes behave differently online, including by pretending to be someone they are not.
• 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.
• 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

• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
• 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.
• 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.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the relationships education policy and hold the Head of School to account for its implementation.

6.2 The Head of School

The HOS is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.
Pupils with SEND - lessons may need deeper thought and repetition, to ensure that all pupils are receiving age appropriate RSE that ultimately enables all pupils to live healthy, safe lives. Individual needs will be taken into account when planning and delivering RSE lessons to children with SEND.

6.3 Staff

Staff are responsible for:

Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds

Modelling positive attitudes to relationships education, as with any other subject

Monitoring children's learning in order to ensure they make progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

6.4 Pupils

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

7. Parents' right to withdraw their children from lessons

Parents have the right to withdraw their children from sex education lessons taught as part of the relationships education or PSHE curriculum. Although as a school, we do not teach sex education in PSHE, only puberty.

Requests for withdrawal should be put in writing and addressed to the Head of School. A copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. Alternative work will be given to pupils who are withdrawn from sex education.

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

8. Training

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

9. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher and Deputy Headteacher through informal learning walks, lesson observations, planning scrutinise and pupils' voice.

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

This policy will be reviewed every two years, or should legislation change, this could be earlier. At every review, the policy will be scrutinised and ratified by the governing board.

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Appendix 1:

Relationships Education for Primary Pupils

At Clayton St John CE Primary school CE Primary, we strive to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. We understand that parents may have questions and concerns about this area of learning and so, in response, we have explained some of the common misconceptions around the subject in this document.

Frequently asked questions:

Q: Will my child's school have to engage with me before teaching these subjects?

A: When introducing Relationships Education East Morton undertook a parental consultation when developing our policy for Relationships Education. Dedicated time for effective engagement during parent consultations, allowed space and time for parents to input, ask questions and share any concerns. School listened to parents' views and made reasonable decisions as to what and how relationship education will be taught. The curriculum content taught is ultimately a decision for the school. Our school policy for this subject is published on our website. We can provide examples of the type of resources that were used at parental consultations upon request.

Q: Will my child be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school. The purpose of Relationships Education at primary, is to put in place the building blocks needed for positive and safe relationships of all kinds. This starts with family and friends, how to treat each other with kindness and recognising the difference between online and offline friendships. Many primary schools choose to teach sex education, which goes beyond the existing national curriculum for science. At Clayton St John CE primary School this will consist of us teaching puberty sessions in Year 6 and periods talks in Year 5, for more information, please see PSHE Policy – referencing Sex Education. These sessions are intended to ensure that children are aware of the physical changes they are to expect.

Q: Does the new Relationships Education take account of my faith?

A: The subject is designed to help children from all backgrounds build positive and safe relationships and to thrive in modern Britain. When teaching these subjects, the religious background of pupils is taken into account when planning, so that topics are appropriately handled and respectful to all. In developing this subject, we worked with a number of representative bodies and faith organisations, representing all the major faith groups in England.

Q: Do I have a right to withdraw my child from Relationships Education?

A: There is no right to withdraw from Relationships Education at primary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses helped finalise the statutory guidance.

Q: Will my child be taught about LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships. The Government states that pupils must receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist is done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover age - appropriate LGBT content when teaching about different types of families.

Q: What support will schools receive to deliver these subjects well?

A: The Government invested in a central support package to help schools introduce these subjects well and with confidence. In addition to this, we use a DfE approved PSHE Scheme in addition to other respected and credible resources to support our teaching in this area. Additionally, we access a variety training available for teachers through regional networks and our Trust, BDAT. Where required we use experts to support our teaching e.g. school nursing team and the police.

Q: Where can I find out more information about what will be taught in my child’s school?

A: Our Relationship Education will be taught through our PSHE curriculum. Content of these is found on the school website, on each year group’s long-term plan. The subject is designed to equip your child with the knowledge needed to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are complemented and reinforced under this aspect of the curriculum. At school we have a responsibility to cover Relationships Education and use the flexibility granted to us to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of our pupils

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