



# **BECKERMET CHURCH OF ENGLAND PRIMARY SCHOOL**

## **Relationships Education Policy 2024**

*So God created humankind in his image, in the image of God he created them*

**Genesis 1:27**

*I have come in order that you might have life—life in all its fullness*

**John 10:10**

<b>Date ratified:</b>	October 2024
<b>Review date:</b>	October 2025
<b>Signature:</b>	C Birkett



# Background

## The Church of England's Vision and Relationships Education

The Vision contains four core strands:

- **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Relationships Education promotes each of these four core strands through: the development of **understanding** which places our pupils in a position of strength; **opening horizons** ensuring that pupils are not oppressed by unhealthy relationships; enabling our whole school **community to live well** and disagree well together; and by ensuring that every member of the school community is **respected and valued**.

The colour coding throughout this policy is used to highlight the direct links with our approach to Relationships Education and the Church of England's Vision for Education.

## Rationale

In keeping with the Church of England's vision and our own, we believe that all pupils have a right to an education which enables them to **flourish** and **fulfil their potential**, without fear, in a **community** where differences of lifestyle and opinion are treated with **dignity and respect**.

As a school, we understand that for pupils to **flourish academically**, their **mental and emotional wellbeing** is vital. We also recognise that in order to make our school a happy and nurturing learning **environment** and workplace for pupils and staff respectively, positive and healthy **relationships** between all members of our school **community** (including between pupils and adults) are important.

We also value the importance of working closely with parents and families and the essential role that families play in **supporting** our pupils to develop healthy **relationships**. This policy has been drafted following consultation with families who have had the opportunity to read the government guidance and changes to RSE and explore how the guidance will be taught at Beckermet school.

We welcome feedback and warmly invite suggestions on either the content of this policy (which will be taken into account when it is reviewed) or how the curriculum in any class may need to be adapted to take into account the **temporary or permanent family circumstances** of any of our pupils. Please contact the headteacher to either make an appointment to discuss or please email your suggestions and feedback to [c.birkett@beckermet.cumbria.sch.uk](mailto:c.birkett@beckermet.cumbria.sch.uk)

This policy is part of a suite of documents aimed at supporting our pupils' **emotional wellbeing, safety and personal development** and promoting **safe and healthy relationships** and should be read in conjunction with our:

- Behaviour Policy;
- Child Protection Policy and Safeguarding Procedures;

- Anti-Bullying Policy;

## What is Relationships Education?

Through our Relationships Education programme, pupils learn:

- to **cherish themselves** and others as **unique and wonderfully made**;
- to recognise what a **healthy relationship** looks like and how to form healthy relationships, ensuring **respect and dignity** for themselves and others;
- how to live well together, including **behaving well towards others, disagreeing well, forgiving and repairing broken relationships**;
- **how to keep themselves and others safe**;
- how to make sense of the world around them (including an **online world and the changes to their bodies**); and
- to develop the skills to **express their own views** and make their own **informed decisions**.

The focus of our teaching is on **family** (the importance and value of **belonging to a loving family** and the fact that **families are all different**); and **friendships** (the **importance of having friends, knowing what it means to be a good friend**, how to spot an issue and what to do about it, how to resolve issues and **where to get help**).

Much of our teaching is ‘on the spot’ either in the classroom or on the playground or lunch hall. Often the best Relationships Education is born out of reflecting on actual issues that have occurred and exploring together how to **put them right or how we could do something differently going forwards**.

Planned Relationships Education sessions which take account of the age of the pupils take place as part of our Science, PSHE, Collective Worship time.

Detailed information about the content of our Relationships Education programme in each year group can be found Appendix a to this policy and on our school website under RSHE. The expectations by the end of Primary School are set out at the end of this Policy.

## Lesbian, Gay, Bisexual and Transsexual (“LGBT”) Relationships

In keeping with our **loving and inclusive Christian ethos**, we believe that **every** pupil deserves **life in all its fullness** and is **uniquely and wonderfully made**. We teach our pupils to **value and respect** their peers regardless of their sexual or gender identity, and that of their parents, whatever it might be.

We expect (in line with our **Behaviour Policy**, our **Anti-Bullying Policy** and the **Equality Act 2010**) that **all** our pupils will feel valued and will be treated with **dignity and respect** by all other members of the school community.

To this end, as with all other areas of diversity, we **celebrate the differences** that make each of our school families unique. We help pupils to make sense of the **ways in which their own family life is the same as, and different from, that of their friends** and how to ask and answer questions **sensitively and respectfully**.

## Sex Education at our school

### Our Curriculum

We fully understand that parents and families often feel nervous about their child taking part in Sex Education lessons at school.

There are certain elements of Sex Education which, as a school, we are **legally obliged to teach**. These are set out in the National Curriculum for science (which is a statutory document) and involve teaching our pupils about the **human body, including how it changes during puberty, the life cycles of animals and the processes of reproduction of animals**.

At our school, we do not teach our pupils any Sex Education other than that prescribed in the science curriculum until [Year 6] when we do deliver some Sex Education sessions in order to:

- **Give pupils an opportunity to ask questions** in a safe environment;
- Support the **emotional development and wellbeing** of our pupils who may be struggling to make sense of either the changes to their body, or of upsetting or distressing information they have received from friends, or read or seen online;
- Ensure that pupils understand, before they leave primary school, **what is and is not acceptable in relation to how others treat their body**, so that they are able to **identify when someone is attempting to cross boundaries inappropriately**;
- Make sure our pupils **know where to get help if needed**; and
- Ensure pupils **understand the law** about the acceptable use of social media and online relationships.

In our school, these sessions are delivered by the Class Teacher.

Parents will be informed [in writing] when these sessions will be taking place in order that they can **support their child at home**. Any parent wishing to discuss the content or materials used is warmly welcomed to make an appointment to do so with their child's class teacher.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf).

### **Right to request the withdrawal of pupils from Sex Education sessions:**

Pupils **cannot** be excused from **Relationships Education**. It is a compulsory subject.

Similarly, pupils **cannot** be excused from any elements of the **science curriculum** which deal with the human body or reproduction.

However, parents **can request** that their child be excused from Sex Education sessions which take place in Year 6. Any parent wishing to do so should [you should set out what the system is in your school e.g. speak to their child's class teacher in the first instance; make an appointment to meet the Headteacher etc.

Whilst we respect the right of parents to make such a request, the school does not recommend that pupils miss these sessions. A lack of **knowledge and understanding** of sex makes it more likely that pupils will ask their friends and receive **inaccurate information**; turn to the internet and find information or images that are **distressing**; and potentially become prematurely sexually active.

Any parent requesting that their child is excused from the sessions will therefore be invited to attend a meeting with the Headteacher]to ensure that they are certain of the implications for their child of missing these sessions.

## **Pastoral Support for Pupils**

### **Menstruation**

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We understand that menstruation can be **confusing or even alarming** for girls if they are not prepared. Without **proper teaching**, girls are at risk of receiving further alarming or misleading advice from peers and others to whom they may understandably turn.

We therefore ensure that all female pupils in Year 5]are **prepared** for the onset of menstruation and, to **uphold their dignity**, know where in school they can find freely available sanitary products.

### **Pupils with Special or Additional Needs**

The teaching of Relationships Education to some pupils with **Special or Additional Needs** will be particularly sensitive and will need to match carefully the age and understanding of the individual pupil.

Some pupils may need to be taught Relationships Education in a different way to the rest of their age group. As in all other cases of **adapting the curriculum to meet an individual pupil's needs**, this will occur in consultation with the **pupil's family** and will be regularly reviewed. Any parent with concerns about their child's ability to engage with the planned curriculum should speak to the class teacher in the first instance.

### **Monitoring**

Mrs Birkett is responsible for the Relationships Education and Sex Education curriculum at our school.

She monitors the effectiveness of the teaching of Relationships Education and Sex Education and is responsible for the monitoring of and review of this policy.

### **Appendix**

<b>By the end of Primary School, pupils should know:</b>	
<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>that families are important for children growing up because they can give love, security and stability</li><li>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</li><li>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</li><li>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</li><li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"><li>that for most people the internet is an integral part of life and has many benefits</li><li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li><li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of</li></ul>

	<ul style="list-style-type: none"> <li>keeping personal information private</li> <li>why social media, some computer games and online gaming, for example, are age restricted</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>the risks associated with an inactive lifestyle (including obesity)</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>the principles of planning and preparing a range of healthy meals</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## **Appendix A**



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact/preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact/boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Sample budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safer online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour unique everyone is First impressions	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting other's (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online Gaming and Gambling Reducing screen time Dangers of online grooming SMART Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances effect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Ages 11-12 (Scotland)</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g., media influences? Assertiveness in relationships The changing role of families

**Useful Links and Information:**

**PSHE co-ordinator: Claire Birkett**

**Governor link: Claire West**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

**Government Guidance: Relationships and Sex Education (RSE)**

**NSPCC guidance RSE**