



FARNWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

Relationships Education Policy

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| Recommended by | A Redman |
| Approved by | Curriculum and Standards |
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| Legal Status | Statutory |

Farnworth Church of England Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. Different children's needs are recognised and met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

Our Ethos

'At Farnworth, we all grow together and we all have a voice. As a faith community, we are inspired by God to be our best - to be good people who see and celebrate the goodness in others too. Our gifts and talents are nurtured and we are valued and cared for in a community filled with love and the hope that as followers of Jesus, we can bring his light to the world. Here we learn, laugh and love as our lives are shaped by our values, our faith and our experiences together - ready for the journey ahead.'

Farnworth Church of England Primary School is committed to safeguarding and promoting the welfare and safety of all children and expects all staff and volunteers to share in this commitment.

CONTENTS

| | |
|--|-------|
| 1. Aims and Objectives of the Relationships Education Policy | 3 |
| 2. Definition of Relationships Education | 4 |
| 3. Morals and Values Framework | 4 |
| 4. Delivery of Relationships Education | 4 |
| 5. Legal Requirements and Guidance (Statutory) | 5 |
| 6. Curriculum | 5 |
| 7. National Curriculum PSHE/RSE (NON STATUTORY) | 5- 6 |
| 8. The Right to Withdraw | 6 |
| 9. Organisation of the Relationship and Sex Programme | 6- 7 |
| 10. Teaching Methods | 7 |
| 11. Resources | 7- 8 |
| 12. Specific Issue Statements | 8- 9 |
| 13. Confidentiality and Child Protection | 9 |
| 14. Answering Children's Questions | 9 |
| 15. Visitors to school | 9- 10 |
| 16. Concerns | 10 |
| 17. Assessment | 10 |
| 18. Monitoring and Evaluation | 10 |
| 19. Documentation | 10 |

APPENDICES

| | |
|---------------------------------------|---------|
| 1. PSHE and RSE Curriculum Map | 11-12 |
| 2. End of Primary School Expectations | 13 - 14 |



Introduction

This policy has been written in line with the guidance for statutory relationships education in primary schools published by The Department for Education (DfE). It also sets out what non-mandatory subjects will be covered by the school in Relationships and Sex Education in Year 5.

It should be read in conjunction with the following policies:

| Policies | |
|---|--|
| <ul style="list-style-type: none"> • Allegations Against Adults Policy • Confidentiality • Equality • eSafety • First Aid / Medications Policy • Good Behaviour Policy and Anti-Bullying Policy • Intimate Care Policy | <ul style="list-style-type: none"> • Safeguarding and Child Protection • Safer Recruitment Policy • Staff Behaviour / Code of Conduct • Use of Physical Intervention / Restraint Policy Positive Handling • Whistleblowing Policy |

POLICY

1. Aims and Objectives of Relationships Education

The aims of relationship education at our school are to:

- Provide a framework to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.
- Teach pupils the knowledge they need to keep safe, ensuring that they understand that they have rights over their own bodies and understand the boundaries in friendships with peers and also in families and with others, including online
- Help pupils develop feelings of self-respect, confidence and empathy
- Enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

This policy was developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations



4. Ratification – once amendments were made, the policy was shared with governors and ratified

2. Definition

Relationship Education is about the emotional, social and cultural development of pupils, and involves learning about different relationships including online, healthy lifestyles, keeping safe, diversity and personal identity.

At Farnworth C.E. Primary Relationship and Sex Education involves understanding how a child is conceived and born.

3. Morals and Values Framework

In line with Diocesan Board of Education expectations, our Relationships Education programme encourages pupils to have regard to moral considerations and the value of family life. In support of our Christian foundation, we expect our pupils to respect and value themselves and others, and to develop a commitment and trust within close relationships.

Therefore the programme will reflect the school ethos and demonstrate and encourage the following values:

- Knowledge and understanding
- Respect for self and others, including respect for their own bodies
- Understanding and care for others
- The right to hold own views
- Tolerance of difference and diversity
- Understanding of the importance of stable, loving and supportive relationships within families.

4. Delivery of Relationships Education

Relationship Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationship Education such as the naming of body parts and the changes to the body associated with puberty are taught within the science curriculum, and other aspects are included in religious education (RE).

Trained health professionals will support staff in delivering teaching sessions on puberty and about how a baby is conceived.

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

- Families and people who care for me (this includes different family dynamics within the community, e.g. separated parents, LGBT families)
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe



5. Legal Requirements and Guidance (STATUTORY)

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we will teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Farnworth CE Primary School we teach Relationships Education as set out in this policy.

6. Curriculum

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 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.

Primary sex education will focus on:

- Puberty and why these changes happen
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Science National Curriculum Key Stage 1 & 2

In Key Stage 1 children learn about animals and their life cycles. Children begin to classify and group different animals in Year 1, as well as labelling different parts of the body to identify senses. In Year 2 children learn about the basic needs of animals (food, water, air) and that animals including humans have offspring.

In Key Stage 2 children build upon this knowledge further in the Science Topic of Animals including Humans. In Year 5 children further learn about the changes in humans as they age. It is a non-statutory recommendation by the government that children are introduced to puberty within this topic, which as a school we think it is important that we follow.

For more information about our RSE curriculum, see Appendices 1 and 2.

7. National Curriculum PSHE/SRE (NON STATUTORY)

At Farnworth CE we believe that RSE should be more than solely science if it is to meet the children's needs. It needs to start early so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. RSE helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.



Foundation Stage and Key Stage 1

At this age children are typically interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Lower Key Stage 2

At this age children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, coping with strong emotions and that babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Upper Key Stage 2

At this age children are typically interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia are explained and challenged. They will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies.

They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including online.

8. The right to withdraw

Parents do not have the right to withdraw their children from relationships education after the mandatory RSE Curriculum commencing in September 2020. Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard. However, relationships and sex topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

As a school we acknowledge and celebrate cultural and religious diversity and are sensitive to any issues such diversity may bring in relation to RSE.

9. Organisation of the Relationship Education Programme

The delivery of RSE is monitored by Mrs Fegan who is responsible for co-ordinating RSE and PSHE. This is supervised through regular learning walks and work scrutiny.

Staff throughout the school contribute to the RSE programme either through the statutory requirements of National Curriculum Science or through their delivery of the non statutory elements of PSHE / RSE.

Relationship Education will be taught:

- As topics as part of the PSHE programme
- Through Science (as part of the National Curriculum)
- Through the pastoral system
- Through story time
- Through planned visits by the school health adviser.



10. Teaching Methods

Relationship Education should help pupils make informed choices, establish a lifestyle and build up a system of values. The teaching methods used are as important as the content of lessons. Based on this premise, a range of teaching strategies are used including:

- establishing ground rules
- using 'distancing' techniques
- knowing how to deal with unexpected questions or comments from pupils
- using discussion and topic learning methods and appropriate materials
- encouraging reflection
- respect for each other's contributions/needs

The methods used will seek to ensure sensitive participation which will support the self – esteem of pupils. Staff will use language which does not marginalize children for example “parents and carers”, rather than “mum and dad”. The work will start with the pupils' understanding of what constitutes a family rather than assuming a stereotypical family. Children will learn from Reception about different family dynamics in order to create a respectful understanding and avoid prejudice. This includes LGBT families, separated families and children raised by grandparents, etc. Children will not be taught about these topics in stand-alone lessons, but be as part of a recurring theme that underpins the RSE Curriculum and our school values.

11. Resources

Criteria for selecting resources:

- The resource should match the level of concept and language with the age and ability of pupils
- There should be positive messages and images regarding racial and other minority groups
- Resources avoid and/or challenge stereotypes
- They should encourage debate rather than close down communication
- Resources should not contain subtle messages that reinforce stereotypical viewpoints
- Material should engage pupils in a non judgemental approach
- The teacher is comfortable and confident with the resource
- The resource is accurate and up-to date
- The resource links community and parents
- The resource has a stimulating approach both visually and conceptually that is not patronising
- The aims and purposes of the company or organisation behind the resource are consistent with those of PSHE and education within the school.
- The authors or editors have credibility

Outlines for using a quality resource will be:

- opportunities to reflect and promote equal opportunities
- pupils feel comfortable in using the resource
- it will offer a balanced approach to the work which is non- judgemental and acknowledges the variety of social and cultural backgrounds existing within the classroom
- it will promote positive self image therefore making the learning experience positive



12. Specific Issues Statements

- **Entitlement and Equal Opportunities**

We provide a broad and balanced relationship education programme for all pupils including those with special educational needs and/ or disabilities and we ensure full entitlement and access. We intend that this relationship education policy will take account of our Equality policy and that the content provides a balanced programme for all children including those with special needs.

- **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered. As a school we aim to ensure that issues are taught in a way that does not subject pupils to discrimination. Teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive relationship education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

- **Parents/Carers**

The school is well aware that the primary role in children's relationship education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's relationship education policy and practice;
- answer any questions that parents or carers may have about the relationship education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for relationship education in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to relationship education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

It is important that parents/carers are informed when the Relationship and Sex Education (RSE) lessons will take place and their content. This enables them to open a dialogue with their children if they wish and supports the partnership between parents/carers and the school.

This information is delivered to parents/carers in the form of termly class newsletters and letters home to Year 5 parents/carers before a teacher or school health adviser delivers RSE sessions.

13. Confidentiality and Child Protection

The school has a Confidentiality and a Safeguarding and Child Protection policy, which are available electronically on the school website and a paper version upon request. Within the Confidentiality policy it states that:



- Where the child discloses to an adult any information which could be considered to be a Child Protection issue (for example, disclosure of abuse, the use of illegal drugs, participation in sexual activity or contemplating activity), then the adult makes it clear to the child that he / she can offer no guarantee of the confidentiality given the serious nature of the situation.
- When a Child Protection incident is suspected then advice is sought by referral to the Senior Designated Officer; relevant policies (for example, Child Protection, Drug Incident); Social Services duty team and / or Safeguarding Officer.
- In light of the Children's Act 1989 a child is always told that the concern is being shared, what information will be passed on and to whom. Information passed on is on the basis of "need to know" and the child is reassured that his / her best interest will be maintained.
- Parents / carers are informed, if appropriate (refer to Safeguarding and Child Protection Policy), and support is offered to them and the child.
- The school prides itself on good communication with parents and carers and staff are always available to talk to both children and parents/carers about issues that are causing concern. The school encourages children to talk to parents/carers about issues causing them concern and may in some cases support the children to talk to their parents. The school would share with parents a child protection disclosure before going on to inform the correct authorities if appropriate.
- When sensitive aspects of the curriculum are being taught / discussed in the classroom situation (for example, relationship and sex education, drug education) then staff set ground rules to protect privacy and prevent inappropriate personal disclosures in a classroom setting. It is appreciated that effective teaching which develops an understanding of what is and what is not acceptable, can lead to a disclosure of a child protection nature.

14. Answering children's questions

We try to match the practice followed in many homes, of answering questions and meeting needs as they arise naturally and according to the child's maturity and ability to understand. Children are naturally curious and are nowadays unavoidably confronted with many issues through television, radio, magazines, social media etc. which they will want to discuss. Children's questions will be answered as in every lesson, in a professional and sensitive manner and in keeping with religious and cultural background. Confidential 'question boxes' may be used in lessons to enable teachers to answer children's questions appropriately.

15. Visitors to school

Relationship Education is a shared responsibility. What is learned at school can be supported by experiences in the home and in the community. Therefore, it will sometimes be appropriate to involve visitors from outside agencies to support programmes of study. On these occasions, the visitor will be expected to be familiar with the school's values and approaches to RSE and be expected to contribute to the school's programme of study.

School shall ensure appropriate planning, preparatory and follow-up work. It will be expected that the visitor will understand the emotional and intellectual levels of the children involved and to communicate at the appropriate level.

The visitor will be informed of:

- the aims of the sessions
- why this agency is involved
- what knowledge the children already have



- how the session will be followed up
- details of the group i.e. numbers, ages, time and resources.

All materials used will be viewed prior to the visit and a member of staff will remain in the class with the speaker.

16. Concerns

Any concerns should be taken to the class teacher. If the teacher cannot resolve the situation, then the deputy head teacher or head teacher should be informed. If the head teacher cannot resolve the concern, there is a complaints procedure available.

17. Assessment

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Teachers assess children's progress and achievement in Relationships Education using formative assessments against the learning objectives through observation and marking work. This information is used to ensure future planning meets the children's needs and to inform parents when appropriate. Lessons will be monitored by the RSE Co-ordinator through learning walks to ensure progression across the school.

18. Monitoring and Evaluation

Monitoring is to ensure teaching is in line with the school policy and that pupils are taught what is planned for different year groups. The PSHE Co-ordinator is responsible for monitoring and evaluation of RSE. Methods used include:

- Learning walks
- Feedback on lessons
- Annual PSHE review

19. Documentation

Diocese of Liverpool Board of Education Sex Education Policy Guidelines

Sex and Relationship Guidance DFES 0116/2000

Sex and Relationship Education OFSTED 2002

QCA Sex and Relationship Education, healthy lifestyles and financial capability 2005



Appendix 1: Curriculum map

PSHE and RSE curriculum map (RSE topics highlighted grey)

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | |
|------------|--------|---|--|
| Year 1 & 2 | Autumn | Year 1 - Healthy eating - Keeping Safe - The senses | Year 2 - Healthy eating - Keeping safe (in our local environment) - People who have made a difference |
| | Spring | - Money - Friendship - Hygiene | - Exercise & personal hygiene - Feelings and emotions - Diversity and difference |
| | Summer | - Recycling - My family and other animals - Growing and changing | - Safety in the home - Bullying - Life processes (body awareness and naming external body parts) |
| Year 3 & 4 | Autumn | Year 3 - Food groups - Myself and others, appropriate touches and greetings - Recycling | Year 4 - Smoking - Drug awareness |
| | Spring | - Dental hygiene - Body awareness, similarities and differences | - Introducing first aid procedures - Keeping safe (focus on feelings) |
| | Summer | - Health and hygiene - The functions of the brain | - Emergency services - Respiration and circulation - Rights and responsibilities |
| Year 5 & 6 | Autumn | Year 5 - Bullying - The skin | Year 6 - School, local and national democratic procedures - Diversity and difference - Respect for the community Relationships and their difficulties |
| | Spring | - Life cycles and reproduction | - Drug Alcohol education - Exercise and diet |



| YEAR GROUP | TERM | TOPIC/THEME DETAILS | |
|------------|--------|--|--|
| | Summer | -Money matters -Self-esteem relating to puberty -Preparing for puberty | -Self-esteem relating to transition (high school visits) -Global environmental issues |



Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|--|
| Families and people who care about me | <ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• 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• 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• 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• That 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 | <ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That 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 | <ul style="list-style-type: none">• 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• That 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• About 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 |



| TOPIC | PUPILS SHOULD KNOW |
|----------------------|--|
| Online relationships | <ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• That 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• The 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 | <ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of 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• That 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 |