



**Burlington Church of England (VC)
Primary and Nursery School**

Relationships Education Policy 2021
(developed from the Carlisle Diocese RSE Model Po

So God created humankind in his image, in the image of God he cre

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

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 wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping with wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for community and living well together:** a core focus on relationships 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 person, treating each person as a unique individual of inherent worth.

Relationships Education promotes each of these four core strands through: the development of self which places our pupils in a position of strength; **opening horizons** ensuring that pupils are not in unhealthy relationships; enabling our whole school **community to live well** and disagree well; 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, learning with love and laughter and achieving, we believe that all pupils have a right to an education which enables them to **flourish their potential**, without fear, in a **community** where differences of lifestyle and opinion are treated with **respect**.

As a school, we understand that for pupils to **flourish academically**, their **mental and emotional health** is important. We also recognise that in order to make our school a happy and nurturing learning **environment** 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 of parents in **supporting** our pupils to develop healthy **relationships**. This policy has been drafted following consultation with parents and families who have **been given opportunity to receive and comment on draft policy, meet with a class teacher, the Headteacher and Subject Lead to discuss the content**.

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 account of individual needs.

- Child Protection Policy and Safeguarding Procedures;
- Anti-Bullying Policy;
- Equality Information and Objectives; and
- **SMSC**

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 **and dignity** for themselves and others;
- how to live well together, including **behaving well towards** others, **disagreeing well, forgiving broken relationships**;
- **how to keep themselves and others safe**;
- how to make sense of the world around them (including an **online world and the changing world**) 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** **families are all different**); and **friendships** (the **importance of having friends, knowing what it means to be a 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. Relationships Education is born out of reflecting on actual issues that have occurred and exploring 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 across the **curriculum and is embedded within RE, English, History, Science and PSHE. It is also covered in collective worship and can be led by current international, national or local events as they arise**.

Detailed information about the content of our Relationships Education programme in each year can be found **on our school’s website under the curriculum tab. The expectations by the end of Primary 1 are set out at the end of this Model Policy.**

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

In keeping with our **loving and inclusive Christian ethos**, we believe that **every** pupil deserves to be **loved** 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 every pupil 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 pupils unique. We help pupils to make sense of the **ways in which their own family life is the same as, or different to, others**.

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

At our school, we do not teach our pupils any Sex Education other than that prescribed in the s 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 either the changes to their body, or of upsetting or distressing information they have received or read or seen online;
- Ensure that pupils understand, before they leave primary school, **what is and is not acceptable to how others treat their body**, so that they are able to **identify when someone is at 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 resources.

In our school, these sessions are delivered by **the Class Teacher and / or school staff.**

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

Parents **can request** that their child be excused from Sex Education sessions which take place in school. Parents wishing to do so should **speak to their child's class teacher.**

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

Pastoral Support for Pupils

Menstruation

We understand that menstruation can be **confusing or even alarming** for girls if they are not provided with **proper teaching**, girls are at risk of receiving further alarming or misleading advice from peers and they may understandably turn.

We therefore ensure that all female pupils in **Year 6 (or whom we identify earlier following parental consent)** are **prepared** for the onset of menstruation and, to **uphold their dignity**, know where to find freely available sanitary products.

Pupils with Special or Additional Needs

Monitoring

Sarah Powell, Headteacher, is responsible for the Relationships and Sex Education. She monitors of the teaching of Relationships and Sex Education and is responsible for the monitoring of a policy.

Appendix

<h3>By the end of Primary School, pupils should know</h3>	
Mental wellbeing	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love and stability • the characteristics of healthy family life, commitment to each other, including support, 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 to their own 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 most 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.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to be respectful; display respectful behaviour online and the importance of keeping personal information safe • why social media, some computer games and online gaming, for example, are addictive • that the internet can also be a negative place where online abuse, trolling and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to do this; for example walking or cycling to school, a daily active mile or other forms of regular vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutrients) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on mental health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including the risks of alcohol use and drug-taking.

	<ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including h
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle.