

# Relationships Education Policy

## Introduction

This policy has been written according to government guidance in consultation with Governors, teaching staff, parents and senior students in order to meet the needs of students and parents and reflect the community this school serves.

As this is specifically a Christian school of designated religious character, we serve families who have chosen to send their children to a school where the teaching will be from a Christian point of view.

Parents have been formally consulted and informed of their right to withdraw from any topics in Sex Education. They know that children who are withdrawn will be given other work to do during the lesson, such as PACE work. Parents have been given opportunity to understand the purpose and content of Relationships Education. They have seen the proposed resources and have had the opportunity to ask questions.

We have asked parents whether they want us to teach LGBTQ+ to their children and have taken their reply into consideration.

The school has listened to the views of students in Y5 and Y6, and where appropriate has adjusted the policy accordingly.

Members of staff have checked the policy to ensure that it meets the needs of all students, including those with SEND.

The policy has been signed off by the Governors and published on the school's website.

It will be reviewed annually with the staff and Governors, plus updates. It will be reviewed with parents and senior students every 3 years. The final policy has been produced by the Head with the Governors but reflects the views of teachers, parents and students.

## Staff Training

Staff will be trained to give sensitive and well-judged teaching based on knowledge of pupils and their circumstances. The school will ensure that there is no stigmatisation of children based on their home circumstances and needs -some children are not in straightforward families, e.g. looked after children or young carers.

## Sex Education YN-Y6

The school has chosen not to teach sex education in the years YN-Y6, apart from teaching on babies in Y5 and puberty in Y5-6 in Science.

Any such teaching will be in line with government guidance and in agreement with the parents. Parents will be informed with 2 weeks' notice of the school's intention to teach on these matters and will be reminded of their right to withdraw. If parents ask to withdraw, the Head will give permission to withdraw, but will encourage the parent to undertake this teaching themselves. The children will return to the Learning Centre during these lessons usually to work on their PACEs, but on other supervised work.

*Some aspects of Science (PACE or complementary activities) cover related areas, such as the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.*

### **Right to withdraw**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

### **Relationships Education YN-Y6**

The focus in YN-Y6 is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to the biblical basis of relationships to friendships, family relationships, and relationships with other children and with adults.

Relationships are core to Christ's teaching on the two great commandments: Love God with all your heart, soul and mind and Love your neighbour as yourself.

There is no right for parents to withdraw their child from Relationships Education as the contents of these subjects – such as family and friendship - are important for all children to be taught. They relate to their safety and affect their lifetime happiness.

The subject content of relationships teaching in YN to Y6 is set out below. It will normally be taught in taught lessons by the appropriate supervisor. Sometimes visiting speakers may be invited in, but the usual rules for visiting speakers will apply.

### **Virtue**

From the beginning, children are taught to take turns, to be kind, to show consideration and respect and the importance of honesty and truthfulness.

Children are consistently taught to be respectful, obedient (within reason), kind, merciful and forgiving and helped to learn how to mend relationships.

They are taught how to speak to one another and other people politely and how to handle situations both in their PACEs and in life.

Character training is built into the methodology of the programme of learning used by the school. We deliberately cultivate character traits, through for example, weekly teaching in assembly) virtues, resilience etc, helping students to believe they can achieve, persevere, work towards long-term rewards and continue despite setbacks. (PACE methodology is geared towards this. Virtue is inculcated in various ways, including through a weekly character trait, such as perseverance, honesty, integrity, courage, humility, kindness, generosity and trustworthiness and much more.

### **Visiting speakers**

We will ask visiting speakers to show the material they plan to use in advance and discuss their approach with them to ensure that it is in line with this policy.

Visiting speakers will be monitored throughout by the attending supervisor.

Where appropriate, we will work with external organisations who can bring in specialist knowledge and different ways of engaging.

The school will check the visitor or visiting organisation's credentials and will ensure that the teaching delivered by the visitor fits with our planned programme and this published policy.

The Head or appropriate supervisor will discuss how the visitor will deliver their sessions to ensure that the content is age-appropriate and accessible for the pupils. They will ask to see the materials and a lesson plan in advance, where appropriate, and ensure it meets the full range of pupils' needs, including those with SEND. They will agree how confidentiality works and ensure that the visitor understands how safeguarding reports should be dealt with. (See p35 of the Guidance for further details).

### **Monitoring**

Taught lessons will be part of the standard monitoring of academic staff, including lesson observations and mentoring.

### **Evaluation**

The students' understanding will be evaluated through a range of techniques including oral quizzes and written tests/essays, as appropriate to the child's age and stage.

**Schemes of work** have been prepared, setting out at what point the topic will be taught, and at a depth appropriate for each student's age and stage, having respect to the needs of students with SEND.

### **Students with SEND**

The content will be made accessible to all pupils, including those with SEND. School will make reasonable adjustments to alleviate disadvantage and be mindful of the needs of children with SEND when planning for these subjects.

### **Equality Act 2010**

Provisions within the Equality Act allow the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This has been taken into consideration.

The staff will keep in mind the implications of the Equality Act 2010 and the Departmental Guidance on it, under which religion and belief are amongst the protected characteristics.

The religious background of all pupils must be taken into account when planning teaching, so that the topics in the core content are appropriately handled.

The school will not unlawfully discriminate against pupils because of any protected characteristic, including age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnerships.

The school will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics who are potentially at greater risk.

### **Christian teaching**

This School has a religious character and will teach the Biblical perspective on relationships, although balanced debate may take place around issues that are seen as contentious.

The school intends to reflect Christian teaching in all topics to do with relationships.

### **Resources**

The school will assess each resource before using it to ensure it is appropriate for the age and maturity of pupils, and sensitive to their needs. We will provide parents with examples of the resources we plan to use. See N. Steele's websites for resources and Marius' in SA.

### **Respect**

The school will work to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and to provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will train students towards respectful behaviour to members of staff and to one another, putting to death sexism, misogyny, homophobia and negative gender stereotypes and taking positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff will be expected to model consistently positive behaviour.

The school will ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect.

Staff will be trained to know that all teaching must be sensitive and age appropriate in approach and content.

### **Managing difficult questions**

Careful and considered answers should be given to difficult questions, in an age and stage appropriate way.

A child may need a one-one conversation to answer the question, or it may be appropriate for the whole group or part of the group.

Children with SEND may need individual answers or conversations in small groups.

Some questions should not be dealt with in front of the whole class.

Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

### **Online safety**

Many Y5 and Y6 children will already be using the internet. Teach appropriate online behaviour in a way that is relevant to pupils' lives.

### **Family Circumstances**

Staff will be trained to give sensitive and well-judged teaching based on knowledge of pupils and their circumstances.

The school will ensure that there is no stigmatisation of children based on their home circumstances and needs - some children are not in straightforward families, e.g. looked after children or young carers.

### **Plans of Work**

*See separate Schemes of Work*

**Relationships Education will include:**

the fundamental building blocks and characteristics of positive relationships especially in friendships, family relationships, relationships with other children and with adults.

Explicit teaching about the features of healthy friendships, family relationships and other relationships, from the beginning.

Teachers will draw attention to these in a range of contexts to enable pupils to form a strong early understanding of those features of relationships that are likely to lead to happiness and security and will make it easier for them to recognise any less positive relationships when they encounter them.

Teaching will include what kinds of relationship there usually are and what a good relationship looks like.

### Governors

The Governors are aware of their duty to ensure that in Relationships Education:

- all pupils make progress in achieving the expected educational outcomes
- subjects are well led, effectively managed and well planned
- quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to withdrawn from sex education
- subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

## Plans of Work 2023-2026

### Friendships:

*Some of the work is covered in the PACEs. Staff should teach elements from each of the following sections annually:*

#### Sections:

Biblical basis of relationships

Friendliness

Good manners

Making good friends

Safety in relationships

Respect

Bullying

Water safety

### YN:

*By Supervisor in mini lessons or as required by manual:*

- God's relationship with man in Creation (loving); Adam and Eve
- Our relationship with God (loving and respectful)
- The Great Commandment: Love the Lord your God with all your heart, soul, mind and strength
- The next commandment: love your mummy and daddy and your brothers and sisters and your friends.
- Obey your teacher (respect) 7 By Supervisor, as they go along:

- Be friendly
- Be kind
- Share
- Say sorry and making it better (e.g. give a pat)
- Forgive
- Ask permission, Please may I?
- Don't snatch
- Don't bully people
- Private and modest about their bodies/dressing
- Who is safe to talk to
- Who is not safe
- How to keep safe
- Help them to in protect their own boundaries and respect those of others in play, negotiating about space, toys, books, resources etc.

## **YR-Y2**

*In PACEs, according to Scope and Sequence plus*

*By Supervisor in short Relationships lessons (10 mins/+ craft), 3-year programme*

### **Biblical basis**

- Made by God and so he has the right to tell us how to behave (to him and to others, respectful and loving); Adam and Eve
- Our relationship with God ruined by the Fall
- Our relationship with God mended by the cross; how to deal with that
- Two important commandments: love God and love people, especially friends and family
- How Jesus treated people: straight; honest; welcoming; respected the poor and outcasts; pleaded the case of the needy; healed the sick and demonised.
- Being friendly; how to be friendly
- Being kind
- Saying sorry and making it better/acting in the opposite spirit
- Forgiving
- Asking permission politely, Please may I? Don't take without permission.
- how important friendships are in making you feel better and happier
- how people choose and make friends: avoid bad people;
- What good friendships are like: not scrapping and fighting; not trying to make people do everything your way; not letting the other person do that either; not being jealous; allowing others to join in with you; happy and light
- Thinking about others and their needs: be compassionate
- No-one can make you do what you know is wrong – if someone does, tell an adult
- Who to tell
- You don't have to do what's wrong just because everyone says so.
- The Golden Rule: do unto others as you want them to do to you

### **Good manners**

- men take off their hats when entering a building
- saying thank you and please
- Asking for permission, Please may I?
- shaking hands, smile and look person in the eye
- opening doors, letting others go first [difference in Germany]
- standing back, giving people space;

- men walk on the outside of the street
- being friendly
- asking about other people – how are you?
- reply when you're spoken to
- don't interrupt conversations, wait for a gap, waiting quietly
- don't ask e.g. your mother for a favour, e.g. if a friend can come and play, in front of the person
- respect older people: stand when the elderly enter
- honour poor people
- own up
- saying sorry
- don't grumble or complain even in your heads
- men and boys respect girls
- women and girls respect men
- table manners (opportunities to eat meals together, such as Harvest Festival)

### **Privacy and Modesty**

- Everyone's body belongs to them
- When to say No!
- Who is safe to talk to
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- Who is not safe to talk to?
- How to keep safe
- It's not always right to keep secrets
- Who to report troubles to and what to say

### **Boundaries**

Don't let people bully others or you

- Speak up about bullying
- Don't keep bad secrets – e.g. if someone does something very wrong and tells you not to tell; if what they are doing is dangerous for selves, or you or others, do tell.
- Don't be a tell-tale, just to get someone in trouble
- Helping them to in protect their own boundaries and respect those of others in play, negotiating about space, toys, books, resources etc.

### **Y3-Y6**

*By supervisor, in short relationships lessons, 15 minutes, four year rolling programme:*

### **Basis of Relationships**

- Made in God's image and so he has the right to tell us how to behave (operator's manual) •
- God's relationship with man: creation, source of authority: be respectful, loving
- Man's relationship with God: the Fall
- Restoring the relationship with God: the cross and us
- Love God, your family and your friends

### **General friendliness**

- Being friendly; how to be friendly; what the Bible says
- Being kind; what the Bible says
- how important friendships are in making us feel happy and secure
- What good friendships are like, 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 (do not push others out or express jealousy).
- 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.
- Where relationships go wrong and how to put it right
- Apologising and how to make it better
- Acting in the opposite spirit
- Forgiveness; what the Bible says
- how to judge when a friendship is making them feel unhappy or uncomfortable and what to do; how seek help or advice, now if necessary
- managing conflict: how to seek help or advice from others, now if necessary
- the importance of respecting others, even when they are very different from you (physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs [this does not include having to believe what they believe]
- practical steps they can take in a range of different contexts to improve or support respectful relationships.

Use the bible, character traits, bible stories, fairy and other stories; character plays in assembly to teach the above

### **The conventions of courtesy:**

#### **Good Manners**

- men take off their hats when entering a building;
- saying thank you and please • Asking for permission, Please may I?
- shaking hands, smile and look person in the eye
- opening doors, letting others go first [difference in Germany]
- standing back, giving people space;
- men walk on the outside of the street
- being friendly • asking about other people – how are you?
- reply when you're spoken to
- don't interrupt conversations, wait for a gap, waiting quietly
- don't ask e.g. your mother for a favour, e.g. if a friend can come and play, in front of the person
- respect older people: stand when the elderly enter
- honour poor people
- own up
- saying sorry
- don't grumble or complain even in your heads
- men and boys respect girls
- women and girls respect men
- table manners (opportunities to eat meals together, such as Harvest Festival)

## **Making good friends**

- What good friendships are like: examples in the bible and in stories and in their experience
- how important friendships are for your mental health
- how people choose and make friends: avoid bad company; don't just choose pretty or cool people;
- Everyone can be friendly; lots of people are lonely and would love a friend
- be friendly to everyone but make friends with people who mean to do what's right
- What good friendships are like: not always quarrelsome; not coercive or controlling; open to others; not jealous; happy and light; healthy friendships are positive and welcoming towards others
- Thinking about the needs and interests of others
- Being compassionate
- most friendships have ups and downs and these can often be worked through
- resorting to violence is never right

## **Safety in relationships**

- How to keep safe
- Privacy and modesty
- Their bodies belong to them
- Who is safe to talk to/who is not
- the importance of permission-seeking and giving in relationships with friends, peers
- When to say No! (in general relationships and in abusive ones)
- No-one should make you do what you know is wrong – if someone does, tell an adult
- Never obey people if they tell you to do something wrong, e.g. shoplift
- You don't have to do what's wrong just because everyone says so.
- When you should tell; not all secrets should be kept
- Who to tell; how they will respond: a) I might have to tell someone; I can't always keep bad secrets; b) advice c) take action for you
- How to ask for advice
- Differences between appropriate and inappropriate or unsafe physical, and other, contact.
- The victim is not to blame

## **Respect**

- Respect God
- Respect yourself; why this is so important
- Respect your parents
- Respect your teachers
- Respect the law of the land
- Respect poor people and people in need
- Respect old people
- importance of respecting others, even when they are very different
- in school and in wider society they should expect to be treated with respect by others, and they should show respect to others, including those in authority.
- what a stereotype is, e.g. Germans don't have a sense of humour, you are German, therefore you do not have a sense of humour; girls aren't interested in cars; you are a girl, so you will not be interested in cars
- and how stereotypes can be unfair, negative or destructive.

## **Bullying**

- different types of bullying (including cyberbullying)
- Don't let people bully others or you
- Speak up about bullying
- Don't keep bad secrets: if someone is doing something to you that you don't want them to do and you can't get them to stop, tell someone, in school DSL.
- Don't be a telltale – if you see someone breaking a rule, you don't have to get them into trouble; if you see them doing something dangerous to themselves, you or others you do have to tell.
- Help them to continue to improve in setting and maintaining their boundaries

## **Water safety**

## **Sex education Y5-Y6 only**

- Some aspects of Science (PACE or complementary activities) cover related areas, such as the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.
- In year 5 we teach students about babies in Science
- In year 6 we begin to teach them about puberty in Science

## **Being Safe:**

*Elements may vary but staff should choose elements from each of the following sections annually*

Biblical basis

Boundaries: Privacy, modesty, self-respect

Safe relationships and reporting (not YN)

Online safety (not YN)

Families: good families, problem families, different families

Fire safety, road safety, bonfire and firework safety, railway lines safety

## **YN**

*by Supervisor as they go along*

- Privacy (e.g. toilet)
- Modesty (e.g. dressing)
- Your body belongs to you

## **Families**

- God made us
- God is our father in Heaven
- God loves us; Jesus loves us;
- We love our families: our mummies and daddies and brothers and sisters
- What the members of our families do for us
- Thank you, God, for our families

## **YR-Y2**

*in short Relationships Lessons, by Supervisor, 3 year rolling programme*

- Privacy
- Modesty
- Your body belongs to you
- Don't talk to people you don't know
- Be careful with people you do know
- Who is safe to talk to?
- Who to tell troubles to in school

## **Families**

- God is our Father; he made us like him, God loves us.
- Mankind sinned and were separated from God.
- As our Father, God sent Jesus to die for us
- We love our families: our parents/those who look after us, our brothers and sisters; we thank God for our families
- What a healthy family life looks like (Peter and Jane except for stereotypes)
- Families are important for love, security and stability
- Other people's families, in school and in the wider world
- Stable, caring relationships, may be of different types: grandparents, relatives, friends, LA can care for people when necessary
- Marriage: man and woman for life (Adam and Eve)
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help
- people who care when something goes wrong: fostering, adoption
- People who can support them relatives, friends

## **Y3-Y6**

*By supervisor, in short Relationships lessons, four year rolling programme*

### **Boundaries:**

- what sorts of boundaries are appropriate in friendships with peers and others, including digitally.
- the concept of privacy; that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, modesty and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

### **Safe relationships and reporting**

- How to stay safe
- How to stay safe online
- Respect yourself and respect others
- how to respond safely and appropriately to adults they may encounter
- Who is safe to talk to
- Who is not safe to talk to?
- How to keep safe
- Who to report troubles to and what to say
- how to recognise who to trust and who not to trust, managing conflict, how to seek help or advice
- how to recognise and report feelings of being unsafe.

- how to ask for advice or help for themselves or others
- how to report concerns or abuse
- where to get advice
- differences between appropriate and inappropriate or unsafe physical, and other, contact. and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

## **Families**

- God made us in his image; mankind sinned and fell; God still loves us and sent Jesus to die for us so that we could be friends with Him again.
- God is our Father in Heaven and he behaves like a father on earth should: he loves, provides, cares, rescues and disciplines
- we love our families: our parents/those who look after us, our brothers and sisters
- what a healthy family life looks like (Peter and Jane except for stereotypes); what a healthy family life looks like: 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.
- families are important for love, security and stability
- other people's families, in school and in the wider world
- stable, caring relationships, may be of different types
- Marriage was ordained by God as the commitment of one man and one woman to each other which is intended to be lifelong; in law this carried out in public, in a formal way and is legally recognised
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- people who care when something goes wrong: fostering, adoption
- People who can support them relatives, friends, church, LA.

## **Different types of families**

- Families can be different without being wrong
- Most people have people in their family who they are ashamed of
- Foster parents, adoptive parents; brought up by grandparents, other relatives, friends, LA as guardians
- Reasons for guardians: missionaries/work abroad; children sent abroad to be educated; one parent has died; both parents have died; one parent has left.
- Stepmother/stepfather, half siblings.
- Family relationships and expectations: parents, children, siblings, cousins, grandparents, uncles and aunts, great uncles
- Older siblings might have a girlfriend/boyfriend, going out/getting engaged/married

PACEs teach about single parent families, families headed by grandparents, adoptive parents, foster parents/carers etc.

## **Online safety**

for Y5 and Y6

- people sometimes behave differently online, they may pretend to be someone they are not, younger, or a girl when 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.
- 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.
- sharing pictures
- understand that many websites are businesses and how sites may use information in ways you might not expect

*In Assembly, Fire Officer*

- fire safety: fire drill; stop, drop and roll; how to get out of building safely

*In Assembly, Junior Supervisor*

- road safety
- bonfire and firework safety (2020; usually Police)
- railway lines safety

### **Spring Term (taught from Spring Term as usual) Mental health and Safety**

*Elements may vary but staff should choose elements from each of the following sections annually*

#### **Sections:**

Biblical basis for teaching

Mental health

Safety

Water safety

#### **Mental Health and Safety**

*YN By Supervisor as they go along:*

- God made us and Jesus died for us: self-worth
- You are important
- establish personal space
- protect own boundaries in play and resources
- respect the space and boundaries of others in play
- teach them to negotiate space, toys, books, resources
- understand right and wrong
- ask permission and to give permission.
- Help other people – e.g. bringing tins for harvest

*YR-Y2 By Supervisor in short Relationships lessons, in 3 year rolling programme, enforced as they go along*

- God made us in his image
- God loves us

- Jesus died for us; Jesus loves us
- importance of self-respect and self-worth.
- how to establish personal space
- how to protect boundaries
- understand right and wrong
- ask permission and give permission
- Help them to in protect their own boundaries and respect those of others in play, negotiating about space, toys, books, resources etc.
- Helping other people – e.g. giving money, making something, doing something

**Y3-Y6** *By Supervisor in short Relationships lessons, in four year rolling programme*

- God made us in his image, women and men
- God loves us
- Jesus died for us; Jesus loves us
- Importance of self-worth
- Importance of self-respect
- Your body belongs to you
- Personal space, privacy and modesty: abuse crosses the line
- Protect your boundaries: abuse crosses the line
- Appropriate definition of emotional, physical and sexual abuse; it is not the victim's fault; don't excuse the abuse by the dangerous behaviour of the victim.
- Be careful of online bullying: turn it off, tell someone (in school, DSL)
- How to report concerns and seek advice when you know something is wrong
- The importance of saying No
- Don't invade other people's space
- Respect other people
- Understand right and wrong
- Thinking positively
- Not grumbling or complaining
- Understanding you can achieve
- Understanding the importance of persistence and not giving in
- Importance of friendships and having a wider social circle of people (e.g. church) you can share with.
- Importance of social action and volunteering and active citizenship in mental health, e.g. filling a shoe box, raising money for charity

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