



Sex and Relationships Policy

Approved by Full Governors	Summer 2024
Next review date	Summer 2027

Our Vision Statement

Children are at the heart of everything we do and Christ is the light that guides us.

- Christian values and compassion are cherished and are the heartbeat of our actions.
- Every aspect of school life is centred around how to make a positive impact on every child.
- Children are nurtured to help them feel safe and happy.
- Everyone in our school is valued and respected
- We intend for every child to be able to grow, reach their full potential and develop a lifelong love of learning
- Everyone's efforts and achievements are celebrated
- We help each other to make healthy lifestyle choices.
- Everyone is encouraged to make a positive contribution to their future in a diverse world.

Our Christian Values

COURAGE LOVE FRIENDSHIP HOPE FORGIVENESS RESPECT



Introduction

Our school's policy on sex and relationship education is based on the DfE document 'Relationships Education, Relationship and Sex Education (RSE) and Health Education (RSHE)' We recognise the aforementioned as the policy's full title, but for brevity's sake we will refer in the rest of this policy simply to RSE.

The DfE document states that "In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. The guidance states that RSHE is central to pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. This is all underpinned by our core Christian Values of **Hope, Respect, Friendship, Love, Courage and Forgiveness.**

Sex and relationships education is part of the personal, social, and health education (PSHE) curriculum in our school delivered using the high quality resources Jigsaw, (school's PSHE scheme of work) and our 'No Outsiders' work.

Aims and objectives

We teach children about:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- On line relationships
- Being safe

Physical Health and Mental Wellbeing

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Context



LOSTOCK GRALAM CHURCH OF ENGLAND SCHOOL

Children are at the heart of everything we do and Christ is the light that guides us. [John 8:12](#)

We teach about relationships in the context of the school's aims and values. It is important to build positive relationships with others, involving trust and respect. Children are taught to have respect for their own bodies.

We promote health education through our curriculum and encourage children to make the right choices. The focus of children's Health education is on learning the characteristics of good physical health and mental wellbeing and the steps children can take to protect their own and others' health and wellbeing. Daily exercise and fitness is a significant feature of our daily practise with children as part of this. We consult with parents on all matters of our health education policy and look positively at any local initiatives that support us in providing the best relationships education programme for our children within a Church of England setting.

Organisation

We teach RSHE through different aspects of the curriculum including our (PSHE) Science, Computing (e-safety) and PE curriculum. We believe these other curriculum areas contribute significantly to children's awareness of the positive two-way relationship between good physical health and good mental wellbeing, as well as equipping children with the knowledge and understanding of their own bodies, and how they are changing and developing.

We use the 'Goodness and Mercy' resource for Church of England School across Key Stage One and Two.

<https://goodnessandmercy.co.uk/teaching-resources/>

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to the girls. We teach children that puberty can happen at different times for different people. We encourage the children to ask for help if they need it.

In science lessons, at KS2, teachers inform children about changes at puberty. For this aspect of our teaching we follow the National Curriculum. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other.

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children and make reasonable adaptations for children with identified Special Educational Needs (SEND) as necessary.

We inform parents of the nature and content of the lessons and parents have the choice to request to the headteacher that their child be withdrawn from these lessons.



Our No Outsiders resource promotes the acceptance of diversity within individual families. High quality picture books are used as a stimulus for discussion and learning.

The role of parents

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

Encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary; this is done through a parent/carer Steering group.

Ensure that the RSE policy is available for all parents to access and is available to view on the school website,
answer any questions that parents may have, take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex and relationships education in the school.

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.

Parents have the right to withdraw their child from all or part of the RSE programme that we teach in our school. If a parent wishes their child to be withdrawn from these lessons, they should discuss this with the head teacher, 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 in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Other people that we might call on include local clergy, social workers and youth workers.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner, and in confidence. In Key Stage Two classes, where relevant, these lessons are gender specific. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of safe guarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the designated safeguarding lead about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

Monitoring and review

The Curriculum Committee of the governing body monitors the impact of this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, outlining details of the content and delivery of our RSE programme.

This policy will be reviewed in the cycle of policy review, every 3 years or before if necessary.

The head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

RSE End Points

How RSE is delivered in each year	Who is responsible for delivering it?
Reception <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	Reception teacher.
KS1: Year One <ul style="list-style-type: none"> • Describe how their school is like a family (CW). • Talk about the Christian idea that God is like a parent who welcomes all people into God's family. • Talk about the people who care for them and give them love and the things that they do to share that care. • Talk about the ways that they might show they enjoy being in their families. • Show that they understand that different people have different kinds of families. • Talk about what is the same across all families. • Tell someone who they might go to for help if they feel unsafe or unhappy in their family. • List many of the qualities of a good friend. • Describe what it feels like to be lonely. • Talk about why it is good to be friends with people who are different to yourself. • Describe how their school is like a family. (CW) • Talk about the Christian idea that God is like a parent who welcomes all people into God's family. • Describe who trusted adults are and how tell an adult if they feel unsafe • Talk about how valuable their bodies are and how Christians believe they 	Year 1 and 2 teachers.

<p>are made by God.</p> <p>Year Two</p> <ul style="list-style-type: none"> • Describe how their school is like a family (CW). • Talk about the Christian idea that God is like a parent who welcomes all people into God’s family. • Show that they understand that different people have different kinds of families. • Talk about what is the same across all families. • Give reasons why it is good to have friends, including how friendship can improve your health. • Show understanding of why friends sometimes fall out • Identify some ways people can make it up if they have an argument (link to Christian values of Forgiveness and Peace). • Tell someone who they might go to for help if they feel unsafe or unhappy in their family. • Talk about how bodies belong to individuals, are incredibly special and need to be protected. 	
<p>Lower KS2</p> <p>Year Three</p> <ul style="list-style-type: none"> • Explain that a feature of positive family life is caring relationships; describe the different ways in which people care for one another. • Discuss and evaluate the different ways that you can show appreciation to those who care for you. • Explain some different ways in which friends can cope when there are fallings out and describe the importance of trying to forgive and how people can make peace again and not resort to violence. • Describe how to be safe on the internet and explain how to avoid cyberbullies and cyberbullying. • Explain how to report bullying and support the person who has suffered unkindness. <p>Year Four</p> <ul style="list-style-type: none"> • Explain that a feature of positive family life is caring relationships; describe the different ways in which people care for one another. • Discuss and evaluate the different ways that you can show appreciation to those who care for you. • Explain some different ways in which friends can cope when there are fallings out and describe the importance of trying to forgive and how people can make peace again and not resort to violence. • Explain how people can keep themselves safe and ask for help when bullied. • Describe how not to be a bystander when someone else is bullied. • Explain what a bad secret is like and where someone might go for help if they were asked to keep a bad secret. <p>Upper KS2</p> <p>Year Five</p>	<p>Year 3,4,5 and 6 teachers</p>

- Explain why it is important to recognise and give respect to different types of family structure (including single parents, same-sex parents, step-parents, adopted parents, blended families, foster parents, multi-generational families, etc.)
- Explain how to recognise if family relationships are making you feel unhappy or unsafe, and show that you know how to seek help or advice.
- Describe what makes a good friendship including trust, truth, respect, loyalty, kindness, generosity and shared interests.
- Explain why it is important to welcome people who others might leave out and make efforts to understand and enjoy people who are different to them.
- Explain some different ways in which friends can cope when there are fallings out and describe the importance of trying to forgive and how people can make peace again and not resort to violence.
- Give examples of positive long-term relationships that bring joy and meaning to those involved.
- Explain the benefits of strong life-long relationships: they are usually good for people, through relationships people have fun, they learn who they are, how to be less selfish, to think of others and learn about forgiveness.
- Explain what stereotyping is and how bullying can be damaging for someone.
- Explain how someone could get help if they feel unsafe and outline what words someone might use when seeking help.
- Explain the distinction between public and private space and what behaviour is appropriate in those spaces.

Year Six

- Explain why it is important to recognise and give respect to different types of family structure (including single parents, same-sex parents, step-parents, adopted parents, blended families, foster parents, multi-generational families, etc.)
- Explain how to recognise if family relationships are making you feel unhappy or unsafe, and show that you know how to seek help or advice.
- Describe what makes a good friendship including trust, truth, respect, loyalty, kindness, generosity and shared interests.
- Explain some different ways in which friends can cope when there are fallings out and describe the importance of trying to forgive and how people can make peace again and not resort to violence.
- Describe what it means to have high expectations in friendships and family: list some of the behaviours that should never be acceptable.
- Explain that marriage is a formal and legal commitment which is intended to be lifelong. (British Values - Law)
- Explain the significance of special ceremonies of promises and rituals to mark marriage that are held in the Christian (and at least one other) tradition or worldview. (RE)
- Show understanding about the different types of bullying that people can encounter.
- Explain what right and wrong touching is and why you are worth protecting.
- Explain what resilient behaviour is like and how someone can stay hopeful even if those they should be able to trust have let them down (refer to the Christian belief in a God who is a greater Love and a greater Good - who will support and is trustworthy).