



## **Relationships Education (Primary)**

### **Relationships and Sex Education (Secondary RSE)**

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#### **Introduction**

It is our intent that our pupils are able to enjoy safe and fulfilling relationships now and in the future. This should include having the knowledge and skills to be happy and contributing members of families, friendship groups, teams, and society in general.

To this end we help our pupils to value themselves as unique individuals, created and valued by God (Genesis 1:27), and we encourage them to live with dignity and respect for themselves and their bodies. God calls us to love others as we love ourselves. (Matthew 22:37-40)

They are also made aware of the need to accord these rights of dignity and respect to others, including those who may have different beliefs and lifestyles to their own. Across school activities we promote British Values and The King's School Way, an additional set of values to which the school is committed, encouraging kindness and mutual respect.

We teach a range of Christian beliefs about relationships at age-appropriate levels, ensuring pupils understand legal and moral rights, and that prejudice and discriminatory behaviour towards those who have different beliefs is not acceptable.

#### **Primary**

We understand that the school has a responsibility, in collaboration with parents, to ensure that pupils grow up with a deepening understanding of how to develop and maintain healthy relationships, to enable them to flourish in the modern world and also to protect themselves from abuse and exploitation.

In Primary, the curriculum focus is on Relationships Education, which is a statutory requirement from 2020-21. Primary pupils will be prepared, at age-appropriate stages, with a knowledge of

- Family and caring relationships
- Friendship relationships
- Respectful relationships
- Online relationships
- Being safe in relationships

In Year 5 or 6 a consideration of the changes experienced during puberty will be covered, with parents invited to view the lesson outline and other resources in advance, giving an opportunity for parents to raise any questions they may have and to withdraw their child from the session if they would prefer to address the topic at home.

When teaching about the importance of the family in care-giving, this will include Christian views of marriage and good relationships. Teachers will also lead classes to sensitively consider that there will be a range of types of family represented within the class and the wider world, including the great importance of respecting each family's decisions about their way of life.

References to a range of different families will expand and widen according to the age and experience of the class; by Year 6 these may include references to married parents, separated or divorced parents, single parents, same sex parents, adoptive parents, foster carers and others. Above all, teachers will affirm that every child, in every family, is special, loved and valued by God.



## **Secondary**

We understand that the school has a responsibility, in collaboration with parents, to ensure that pupils have a positive and safe understanding of relationships, sex and sexuality, to enable them to protect themselves from abuse and exploitation and to have a healthy understanding of sex within good relationships. While the school will introduce pupils to a basic understanding of sexual development and reproduction at age appropriate stages, we will also encourage parents to be proactive in discussing questions with their children. Pupils are taught skills for positive and stable relationships, and how to recognize and seek help if a relationship or other concern may be having a negative impact on themselves or on someone they know.

Parents will be informed of what is planned in specific teaching about sex and sexual development and be able to work with the school. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, following government guidelines.

Key elements of teaching on RSE will be covered in the general academic teaching programme of the school and in the PSHE programme (Personal, Social, & Health Education), while other elements will be covered separately. The school may invite speakers and facilitators from outside the school staff to address topics with pupils. As appropriate, parents will be made aware if visiting speakers will be addressing their child's class and they will be given insight into the topics being addressed. Normal safeguarding procedures will apply to any visiting speaker, and the school will liaise closely with the speaker to ensure that the content and presentation is fully in line with the school's expectations. A member of school staff would normally remain with the group during the session.

Pupils are encouraged to be aware of different viewpoints and are taught critical thinking skills to enable them to assess a range of views. PSHE is not formally assessed, but staff may ask topic questions from time to time to check basic understanding.

Key aspects of Secondary RSE are included and taught in age-appropriate ways in the following contexts:

- Positive relationships (including online), keeping safe, healthy lifestyles and self-esteem are taught in PSHE. Skills for good relations are considered in age-appropriate ways, and include being a good friend, getting along with siblings, fairness, consent and reconciliation.
- Religious Studies lessons teach a Christian attitude to relationships, including marriage and ethics.
- Human reproduction is taught in Secondary science lessons at an age-appropriate level.
- Pupils are taught that protected characteristics include gender and sexual orientation.
- As part of Citizenship lessons pupils learn about rights and responsibilities, UK law, and about how they can be involved in society in positive ways.
- Special Educational Needs (SEN) staff are particularly vigilant in ensuring that pupils with special educational needs and/or disabilities are well equipped for understanding positive relationships.

## **Pastoral support**

Ground rules for discussion are established to enable pupils to listen respectfully to different views within a supportive learning context. Pupils may raise questions at any stage, and their questions will be given proper consideration. Principles of confidentiality and of safeguarding apply throughout.

Pupils know that the school does not tolerate any form of bullying or peer on peer harassment, and that they should tell a trusted adult if they are worried about a relationship in or out of school (including online), either for themselves or on behalf of someone else.



Pupils know that they can speak with any member of staff about any concerns, eg. a class teacher or Tutor, or the Designated Safeguarding Lead or Deputy. Informal drop-in sessions for Secondary pupils are additionally available with designated staff.

All staff are trained to recognize and respond to safeguarding concerns.

### **References and Resources**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

We promote all aspects of equality in line with the Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

### **Review procedures**

Following development by staff, Trustees and parent representatives from our school community, the Policy will be available via the parent portal. All parents and carers are encouraged to contact the school to speak with the Headteacher with any questions or concerns, and we welcome suggestions at any stage.

<b>Approved by:</b>	Senior Leadership Team	<b>Date:</b> 3 <sup>rd</sup> September 2020
<b>Approved by:</b>	Board of Trustees	<b>Date:</b> 20 <sup>th</sup> October 2020
<b>Last reviewed on:</b>	12 <sup>th</sup> August 2020	<b>Reviewed by:</b> J Swain, Head of Primary H Lees, DSL
<b>Next review due:</b>	1 <sup>st</sup> September 2023	