



## **St. Nicholas C of E Primary School**

### **Relationships and Health Education Policy**

#### **Our Vision Statement**

***“To maximise the learning potential of every pupil within the love of God.”***

Date reviewed: July 2021

Reviewed by: C. Taylor

Approved by Headteacher: July 2021

Date of next review: Autumn 2023

## **Statement of Intent**

St Nicholas believes that a strong RSE / PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

From September 2021, we must provide a relationship and health education (RSE) to all pupils. As we already deliver a PSHE sessions; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations. Relationships, sex and health education will be taught as part of our PSHE curriculum.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons, delivered by a trained health professional.

## **Right to withdraw**

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory / non-science components of sex education within PSHE.

## **Religion and belief, including teaching in schools with a religious character**

In all schools, when teaching Relationships Education and Health Education, the religious background of all pupils must be taken into account.

The Diocese has given specific guidelines to help us make the right choices for our children – all RSE will be taught within the framework of ‘God’s family and his relationship with us – ‘LOVE IS PATIENT LOVE IS KIND’.

The state view of marriage – recognised commitment of 2 people which is lifelong (people who care for me and families).

We aim to:

- Provide Relationships Education within the framework of our Personal, Social, Health Education (PSHE) curriculum.
- Help children develop strong and positive relationships.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for a sexual relationship.
- To integrate elements of Citizenship and Science to understand relationships in a positive and informed light.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- To support children in their own understanding of their values and other people’s behaviours and attitudes.

- Create a positive culture around issues of sexuality and relationship
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.

By the end of primary school children should have an understanding of:

### **Families and people who care for me**

- 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 Relationships**

- 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**

- 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.

### **Online Relationships**

- 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**

- 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, for example family, school or other sources.

### **Dealing with Difficult and Sensitive Questions**

Clear parameters about what is appropriate and inappropriate should be discussed by the whole class.

- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.

- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported via the usual child protection procedures.

### **Sex Education**

Sex Education is NOT compulsory at Primary School.

St Nicholas School will not cover additional content on sex education other than Puberty which comes under Health Education.

As a Maintained School, we are required to teach the National Curriculum for Science. At Key stages 1 and 2, this includes teaching them about the external body parts and changes to the human body as it grows from birth to old age, including puberty.

**There is no right to withdraw from Science.**