



**RELATIONSHIPS EDUCATION POLICY  
FOR PRIMARY SCHOOLS WITHIN QUEST**

**St. Peter's C. of E. Primary School, Hindley  
Hindley Green Community Primary School  
St. John's C. of E. Primary School, Hindley Green  
St. John's C. of E. Primary School, Abram**



January 2021  
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## **Relationships Education Policy**

This policy is part of the Personal, Social and Health Education at schools within QUEST.

The aims of the relationships education policy are to clarify the content and manner in which relationships education is delivered in school. (Moved from the section below)

### **Introductory statement**

At schools within QUEST, pupils are welcomed from all varieties of family make up. We offer a programme of relationships education, which is appropriate to the child's age. It is taught as part of the PSHE&C curriculum and is presented within a caring, Christian (Church schools), moral and family orientated framework. This is stated in each school's prospectus. Materials and teaching will be up to date and of high quality: taking the best on offer from both education and health authority resources.

### **Aims and Objectives**

Schools within QUEST believe that the relationships education is a lifelong learning process about physical, moral and emotional development. The relationships education will be developmental and a foundation for further work in secondary school. The relationships education will contribute to the requirements of current DfE guidance and the national curriculum and we aim to promote spiritual, moral, cultural, mental, citizenship and physical development of pupils within society who understand the importance of loving and caring relationships.

We aim to prepare our pupils for the opportunities, responsibilities and experiences of adult life. The school will work towards these aims in partnership with parents/carers.

### **Moral and values framework**

The relationships education will reflect the ethos of the schools and demonstrate and encourage the following values:

- Respect for self
- Respect for others regardless of colour, creed or sexuality.
- Responsibility for own actions
- Development of choice, decision making and self-determination skills
- Development of skills for a healthier, safer lifestyle
- Understanding that we are all equal regardless of sexual orientation, gender identity or transgender identity
- In St. Peter's, Hindley, St. John's, Hindley Green and St. John's, Abram account will be taken of the school's Christian character and the church teachings. However the schools will be sensitive towards those whose beliefs are not in line with Christian teachings.

### **Content**

The relationships education will meet the requirements of the National Curriculum DfE documentation which is compulsory by September 2020.

It will provide easy understanding, relevant to the appropriate age and maturity of the pupils and will include the development of communication and social skills, encouraging the exploration and clarification of values and attitudes.

The Jigsaw SRE Content Grid outlines exactly how the Changing Me unit within the scheme of work and therefore our school, meet the statutory requirements.

Schools will ensure that the teaching of Lesbian, Gay, Bisexual and Transgender (LGBT) content is sensitive age-appropriate and delivered with reference to the law.

**By the end of primary school:**

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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 for them.</li> <li>• 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.</li> <li>• That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending</li> </ul>

	<p>to be someone they are not.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter who they do not know.</li> <li>• How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> <li>• Where to get advice from e.g. family, school and/or other sources.</li> </ul>
<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing issues.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• The benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships (including social media), how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• Facts about wider issues such as organ/blood donation.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including eating disorders and cancer.</li> </ul>
<b>Drugs, alcohol</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The facts about legal substances and illegal substances, including drug-</li> </ul>

<b>and tobacco</b>	<p>taking, and the associated risks, including the link to serious mental health conditions.</p> <ul style="list-style-type: none"> <li>• The law relating to the supply and possession of illegal substances.</li> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption.</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• About personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics.</li> <li>• About dental health and the benefits of good oral hygiene and flossing, including visits to the dentist.</li> <li>• (late secondary) the benefits of regular self-examination (including screening and immunisation).</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• Basic treatment for common injuries.</li> <li>• Life-saving skills, including how to administer CPR.</li> <li>• The purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body.</li> <li>• The main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

### **NON-STATUTORY SEX EDUCATION**

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in the “Changing Me” unit in the summer term.

Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother (Year 3);
- that for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman share an especially close and loving embrace that is a loving and very private part of a grown-up relationship (no detail on what this involves). (Year 4);
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (Year 5);

- how a baby develops in the womb and how babies are born (Year 6).

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons. We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Please see the relevant section within this policy for further information on how teachers manage difficult questions in RSE. We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

### **Equal opportunities**

The relationships education will be developmental, starting from when children enter the schools and continuing until the end of year six.

All children are entitled to participate and will be taught in mixed-sexed groups. Children will be taught that all questions are permissible but because of age/maturity may only be answered with parental permission in a 1 – 1 situation or in a small group. In this situation another adult will be within hearing distance.

### **Special Educational Needs and Learning Differences**

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil’s assertiveness, communication and relationship skills, their self-esteem and understanding.

### **Organisation of relationships education**

The relationships education will be co-ordinated by the PSHE&C co-ordinators in close co-operation with the Director of Academy Excellence, Principals and class teachers.

Relationships education will be delivered by each class teacher in the context of relationships and Christian family values through PSHE&C lessons and the wider curriculum, where appropriate.

It may also include visits from school nurse and other professionals, visits from the Life Education Centre, other health professionals and through visits from parents and babies where appropriate.

### **Resources**

Resources will be selected according to the abilities and identified needs of participating pupils and will be made available for parents/carers, Directors and LAC representatives to view at their convenience, and at a meeting for parents.

We use the Jigsaw Scheme of Work for PSHE, which is accredited by the PSHE Association. Jigsaw is a comprehensive scheme of planning and resources, which is periodically updated to ensure it remains relevant and engaging to children and meets all statutory requirements of PSHE. Class teachers review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate. The use of resources outside the Jigsaw

scheme will be in consultation with the PSHE co-ordinator and resources will be selected to ensure they are consistent with the school's ethos and values, support our aims and objectives, and meet the needs of our pupils.

The resources we use in delivering non-statutory sex education include the Living and Growing series, used in Years 5 and 6. This series of videos is designed to provide an age-appropriate perspective and contextualises the facts about human conception and reproduction within a committed, loving adult relationship. These materials are available for parents/carers to view on request to the PSHE Coordinator or class teacher.

### **Specific issues**

#### **Answering difficult questions**

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff. In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Individual teachers will use their skill and discretion if explicit or difficult questions arise. Questions will be dealt with directly and if necessary will be addressed individually at a later time.

No question will be deemed wrong however age and maturity may make some inappropriate. The Principal will be consulted if there are issues of concern.

Although we will not explicitly teach about the issues of contraception and sexually transmitted infections, including HIV and AIDS, and abortion we will be sensitive to these issues and answer individual's questions as per the guidance. Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

### **Child Sex Abuse**

Adult / child & child / child.

The school will follow the Trust's Safeguarding and Child Protection Procedure. Child Protection Officers for the schools – Director of Academy Excellence, Principals, Assistant Principals and Learning Mentors.

### **Confidentiality**

The member of staff concerned will maintain the child's confidentiality, but if they believe that the child is at risk or in danger they should talk to the Director of Academy Excellence or Principals who will confer with the safeguarding and child protection Director and then decide on procedure. The child concerned will be informed and supported through this procedure. Confidentiality procedures will follow the guidelines defined in QUEST's Safeguarding and Child Protection Policy. Staff members will also be supported and offered external help if needed.

### **Complaints procedure**

If any parents/carers wish to voice complaints regarding any aspect of relationships education they must make it in writing as per the Trust Complaints Procedure.

### **Use of Visitors**

#### **Procedures of involvement of school nurse, health professional and visitors**

The school nurse and health professionals may be involved with relationships education following specific guidance from the Director of Academy Excellence/Principals or the PSHE co-ordinator.

Visitors will be involved with relationships education following specific guidance from the class teachers following consultation with the PSHE&C co-ordinator or the Director of Academy Excellence/Principals.

All visitors involved with relationships education must work within the school's protocols and professional guidelines regarding child protection and confidentiality. Staff members will remain in the classroom at all times during any input from outside agencies involved. No visitor may go against the schools express wishes in these areas.

### **Working with parents/carers**

Parents/carers will be involved through meetings and presentations dealing with specific relevant issues.

### **Child withdrawal procedures**

The schools encourage parents/carers to allow their children to participate in all the school's relationships education and will keep them informed of the timing and nature of work carried out within the curriculum.

We recognise that parents and carers are the primary providers of RSE for their children.

Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Provide opportunities to view videos, lesson plans and resources used in the RSE programme;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We will inform parents of the right to withdraw by letter in the first part of Summer Term in advance of non-statutory sex education lessons being taught.

Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education are invited to see the Principal who will explore their concerns and possibilities of adjusting the programme or approach.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible.. Once the child has been withdrawn they will not be able to take part in the sex education programme until the request for withdrawal has been withdrawn in writing. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science

#### **Materials available to parents/carers**

The range of materials used will be available for parents/carers to view at a parents' meeting once a year. The Y5 and/or Y6 parents/carers are invited to a briefing explaining the content of the programme of study. Parents are able to discuss matters with relevant staff at their convenience.

#### **Dissemination of policy**

This policy will be made available to staff and Directors through the usual channels. Parents/carers will be informed of their right to read the policy through the school's prospectus and the website.

#### **Monitoring and evaluating**

The Relationships Education subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in relationships education. They are also responsible for supporting colleagues in the teaching of relationships education, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

This policy will be reviewed as part of the 2 yearly cycle of review, unless circumstances show a need for an earlier review.

This policy was reviewed with due regard to the Equality Act 2010 during the Spring Term 2021 and Directors are aware of its contents.

Signed

*S. Bruton*

CEO