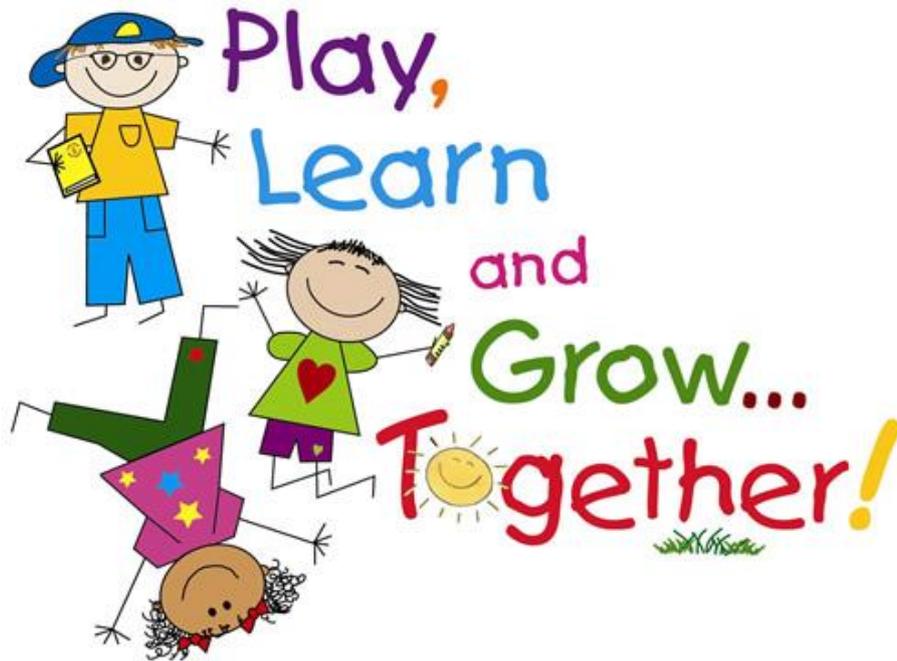


Singleton CE Primary School



Proposed

Relationships and Sex Education Policy

“Passion for Learning and Passion for Life”

Vision

“With God all things are possible” Matthew 19:26

“I have come so that they may have life and have it to the full” John 10:10

To provide the children with a variety of challenging and enriching opportunities, enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

School lead for this policy:	Lisa Rund
Committee with oversight for this policy -	School Standards and Effectiveness
Policy to be approved by the S and E Committee	Summer 2021
Policy last reviewed by the S and E Committee	Autumn 2015
Policy last ratified and adopted by Full Governing Body	Spring 2016
Policy / Document due for review	Summer 2024
Ratified at the Standards and Effectiveness Meeting on	
Chair:	

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At Singleton, we believe that a high quality education within a Christian environment is the best start a child can have in their school life. We understand that children need a secure value system as they grow up. We work in partnership with parents and the Church to build a sense of community and respect for others. Our children are encouraged to be friendly and considerate to one another, to always do their best and achieve the highest standards in their learning.

Under the Department of Education Guidance all children will receive relationship education. Children may, however, be withdrawn from sex education.

1.0 Aims

- 1.1 At Singleton Primary school, we believe that relationships and sex education should be a developmental process and a foundation for further work at secondary school.
 - Relationship and sex education Regulations 2019 made under sections 34 and 35 of the children and social work act 2017 make relationship education compulsory for all pupils receiving primary education
 - It is compulsory for all primary school children to learn about puberty, reproduction and birth.
 - It is not compulsory for primary school children to be taught about conception. Singleton School will not teach conception.
 - Parents will still have the right to withdraw pupils from certain aspects sex education.
 - Parents will be notified when these lessons are to take place.
 - As a school we follow the DfE guidelines to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society prepares pupils for the opportunities, responsibilities and experiences of adult life.
- 1.2 We aim to follow DfE guidance by preparing pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.
- 1.3 The sex and relationships education programme will reflect the school aims by:
 - promoting the Christian ethos
 - enabling the children to become responsible people showing care and tolerance
 - respecting the values, individuality and needs of all
 - involving parents and governors
 - enabling children to become confident and informed in their life choices

2.0 Vision

- 2.1 **To provide our children with a wide variety of engaging and challenging opportunities, enabling them to live life to the full. Developing a growth mind set, believing that with God everything is possible. To show love, trust, wisdom, and respect, becoming exemplary role models in our community and the wider world.**

3.0 The context of Relationships and Sex Education

- 3.1 The starting point for any Christian understanding of relationships and sex is the Bible, which is normative for all Christians. The Anglican response to the Bible has always been that it must be taken with great seriousness, whilst being subject to interpretation, reason and the developing nature of Biblical and historical scholarship. In fact, the Bible has numerous references to sex, marriage and relationships, in both the Old and New Testaments.
- 3.2 There are many Biblical passages that emphasise that humans were designed to need companionship; a partner to provide help and support. There is a strong emphasis on consistency and faithfulness, on monogamy (at least in later Biblical material) and that partnership should be for life. The Bible also contains passages of great passion, showing that physical love is also a gift from God and that sex with the right person, one to whom a serious and thoughtful commitment has been made, is a source of delight and tenderness.

4.0 The Nature of sex and relationships education

- 4.1 Sex education provides an understanding that positive, caring environments are essential for the development of good self-image and that individuals are in charge of and responsible for their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes, which allow pupils to manage their relationships in a responsible and healthy manner. It places a loving relationship at the centre of all discussions.
- 4.2 By developing strong positive relationships children have a higher chance of establishing positive mental health.

5.0 Governor responsibilities

- 5.1 Governing Body has decided to offer sex and relationships education. The Governing Body has made a written policy statement below. This statement must be made available to all parents and carers.
- 5.2 Singleton School Governing body believes:-
 - Sex and relationship education should be a developmental process and a foundation for further work in the secondary school.
 - Sex and relationship education in this school contributes to the requirement of the Education Reform Act 1988 which says also that the school curriculum should be one which:
 - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - prepares pupils for the opportunities, responsibilities and experiences of adult life
- 5.3 We aim to follow DfE guidance by preparing pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.
- 5.4 The sex and relationships education programme will reflect the school aims by:
 - promoting the Christian ethos
 - enabling the children to become responsible people showing care and tolerance
 - respecting the values, individuality and needs of all
 - involving parents and governors
 - enabling children to become confident and informed in their life choices

6.0 Organisation of school sex and relationships education –

Sex and relationships education will be taught through both Key Stages. Topics and themes will be developed from year to year in greater depth taking into account the pupils' age and maturity. It will include the development of communication and social skills and will encourage the exploration and clarification of values and attitudes. Sex and relationship education is delivered through: Science, PSHE, Citizenship, Literacy activities, Collective Worship and RE

Class teachers have discussed the planning and delivery of Sex and relationships education.

In years 5 and 6 the lessons that focus on puberty have been discussed with relevant teachers who feel comfortable in delivering the lessons. The Year 5 and 6 children will be separated into a group of boys led by a male teacher and a group of girls, led by a female teacher. They will cover the following DfE Relationships Education and Health Education Statutory Requirements. There is a hyperlink included if further information is required on each lesson.

Cycle A: Summer Term 2

[Is this normal?](#)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle.

Cycle B: Summer Term 2

[Changing bodies and feelings](#)

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

[Growing up and changing bodies](#)

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

6.1 It will include the National Curriculum guidance.

- Appendix 1: The Educational Framework for the delivery of relationships and sex education
- Appendix 2: National Curriculum for Science – Statutory
- Appendix 3: Personal, Health, Social and Emotional Education (PHSE) – non-statutory

6.2 Parents and the right to withdraw your child from SRE lessons

- The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from part of sex and relationships education that is outside the compulsory elements of sex education contained in the science curriculum.
- The Sex Education at primary level includes puberty, conception, reproduction and birth. Puberty is statutory under health Education and national Curriculum Science as are birth and reproduction so there is no right to withdraw from these. This leaves conception – which we deem to refer to what happens during sexual intercourse before the egg and sperm meet. This part of sex education is **non statutory** and as a school we have opted **not to** teach this aspect. We do however have access to recommended teaching materials (SCARF) and should parents wish to address this aspect we are more than happy to share a paper copy of these. Please contact Mrs Rund for further details
- We therefore do not teach the non-statutory element at our school so the right to withdraw is not applicable within our school.

6.3 They will also be able to see the planned programme and ask questions about it prior to its delivery.

6.4 Parents will be informed prior to the year 5 and 6 planned (see letter in Appendix A), puberty lessons. Parents have the right to withdraw their child from these lessons. (And these lessons only)

6.5 Answering difficult questions

- Questions asked by children do not have to be answered directly and can be addressed individually later. We believe that individual teachers must use their skill and discretion in these situations and refer to the head if they are concerned. Where a teacher believes that the answer to a question is not appropriate for the whole class they will either answer this question individually or refer the child to their parent.

6.6 Confidentiality

- As a general rule child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or at danger, she/he is to talk to the Head teacher (who is the Child Protection Officer) who will make a decision if any action is to be taken.

6.7 Lisa Rund are the designated teachers with the responsibility of coordinating sex and relationship education.

Appendix 1

The Educational Framework for the delivery of relationships and sex education

There are four key strands to the Relationships and Sex Education Policy

- a. Commitment, Promise, Trust and Security
- b. Friendship, Companionship, Nurture and Comfort
- c. Children
- d. Sex / Physical Relationships

Key Strand	The school ethos should be such that:-
Commitment, Promise, Trust and Security	School policies and reality should show a commitment to building self-esteem, modelling conflict resolution, protection of the weak, justice and compassion. Mutual respect and trust should be central to all relationships within the school.
Friendship, Companionship, Nurture and Comfort	There is an atmosphere where feelings and good and bad experiences are shared and taken seriously; where values such as forgiveness and love are discussed and lived out; where community activities and group activities are pleasurable and rewarding and participants of all ages are able to enjoy each other's company.
Children	Their systems encourage older pupils to help with the learning and play of younger pupils. There should be activities that encourage mixed ages to be actively together, yet should recognise and affirm the growth and development of pupils and recognise pupil identity and authenticity.
Sex / Physical Relationships	The school has clear policies on Equal Opportunities and anti-bullying that is adhered to by all the adults in the school community. Good role models are provided for pupils of respectful, sensitive relationships between adults and the same approach is nurtured amongst pupils. Clear guidance is provided on child protection issues.

Foundation Stage

- Commitment, Praise, Trust and Security Key Curriculum aspects:
 - I – recognise and explore their own feelings, and know that they are loved by God.
 - My friends – establish effective relationships with other children and adults.
 - Special people to me – recognise and respond appropriately to key figures in their lives.
 - Belonging – understanding their important place within their family and faith community.
 - Our living world – care for and respect living things, plants and animals as part of God's creation.

Indicative Vocabulary

Happiness, sadness, special friendship, love, belonging, trust, please, thank you, sharing.

- **Friendship, Companionship, Nurture and Comfort** Key Curriculum aspects:-
 - I – recognise and explore their own feelings.
 - My friends – establish effective relationships with other children and adults learn to listen and talk about feelings.
 - Special people to me – recognise and respond appropriately to key figures in their lives.
 - My life – appreciate the wonder of birth and development and appreciate each life as a gift of God.
 - Our living world – care for and respect living things, plants and animals as part of God's creation.

Indicative Vocabulary

Friendship, help, happiness, sadness, laughter, tears, thank you, sorry, kindness and sharing.

- **Children Key Curriculum aspects:-**
 - Looking after myself
 - Looking after others, loving your "neighbour."
 - Recognising and naming my feelings, recognising the feelings of others
 - Keeping safe – how do we keep ourselves safe?
 - Feeling happy and feeling sad – what makes us feel good?

Indicative vocabulary

Love, brother, sister, parent, hurt, sharing and honesty.

● **Sex / Physical Relationships Key Curriculum Aspects:-**

- The living world – exploration of the wonder of God’s creation.
- New life – birth and development, parents and babies.
- Ourselves and our bodies – eating, sleeping, breathing, exercise and personal hygiene.

Indicative Vocabulary

Touch, see, hear, smell and taste

Key Stage 1

● **Commitment, Praise, Trust and Security** Key Curriculum aspects:- -

- I – special people to me - recognise and respond appropriately to people at home and school whom they can trust.
- Belonging – understanding their responsibilities within the groups they have joined or belong to, e.g. Rainbows, Beavers, and the Church.
- My special things – understand why some things are special or precious; how to treat precious things, how to look after things. Linked to stories that Jesus told – e.g. “the pearl of great price” and “the lost coin.”
- Celebrations – baptism, joy of new baby and its welcome and care.
- Weddings, joy of marriage, hopes for the future, lifelong commitment.
- Commitment between different people

Indicative vocabulary:

Love, forgiveness, trust, security, friendship, relations, husband, wife, siblings, cousin’s etc. promise, honesty, belonging.

● **Friendship, Companionship, Nurture and Comfort** Key Curriculum aspects:- -

- Belonging – including families, religious groups.
- Reflecting on how families can be different. For example some families have two mummy’s etc.
- Healthy living – looking after ourselves responsibly as unique and valued individuals.
- Looking after each other – pets, plants, siblings and friends through acts of responsibility and stewards of God’s creation.
- Special people to me – recognise and respond appropriately to key figures in their lives.
- Language of feelings – learn and use language for emotions.

Indicative Vocabulary:

Help, support, responsibility, encouragement, joy, sympathy, forgiveness, helpfulness, patience, sharing and good manners.

● **Children Key Curriculum aspects:-**

- My life – babies and new life, the wonder of birth and development, the vulnerability of babies. - What do babies and young children need? Love, stability, care etc.
- Keeping safe, appropriate behaviour.
- Recognise – places and people that keep them safe and reflect on how they should respond.
- The difference between needing and wanting.

Indicative Vocabulary:

Parent, love, patience, discipline, care, safety, sharing, helpfulness, joy, good manners, co-operation and honesty.

● **Sex / Physical Relationships Key Curriculum aspects:-**

- I: physical development, what can I do now that I could not do when I was 3, 4 or 5?
- Looking after our bodies – how do we use them with care, enjoyment in physical activity, not using strength to hurt others, every individual valued and loved by God.

Indicative vocabulary:

Key Stage 2

- **Commitment, Praise, Trust and Security** Key Curriculum aspects:-
 - Commitment and promises – responsibilities and rights within the groups to which they belong, e.g. teams, choirs, group activities.
 - Ceremonies / commitment – understanding the importance and implications of commitment in baptism, coming of age ceremonies and weddings, and meaning of symbols.
 - Christian marriage (and any other faith in syllabus).
 - Marriage between same genders.
 - Beliefs and practices emphasising the importance of support and witness to friends and community.
 - Beautiful world, wonderful God – reflections on the natural world and its wonders.
 - How it should be cared for along with its people. The miracle of reproduction.
 - Faith leaders – the teachings of Jesus (and those prescribed in the syllabus) on relationships, justice, forgiveness and fulfilment.

Indicative Vocabulary

Loyalty, tolerance, hope, commitment, patience, respect, dependability, abuse, compassion, compromise, security, justice, exploitation, perseverance and equality.

- **Friendship, Companionship, Nurture and Comfort** Key Curriculum aspects:-
 - Belonging / not belonging – choosing allegiances, making friends, what happens when things go wrong, reconciliation, forgiveness and being part of God's family?
 - Care for and respect for living things – plants, animals, siblings, friends and stewardship. - My senses – listening to each other, exploration of touch.
 - Belonging – understanding their importance and the importance of others to the groups to which they belong – particularly families (two great commandments).
 - Looking at all different types of families.
 - Special people – recognise and respond appropriately to people who help them in their lives. –
 - Citizenship – relationships, charity work, disability awareness, local communities and loving our neighbour.

Indicative Vocabulary

Forgiveness, companion, neighbour, compromise, joy, allegiances, comfort, discomfort, appropriate behaviour, rights, responsibilities, loneliness, hurt, generosity, sincerity, dependability, humour, loyalty and honesty.

- **Children Key Curriculum aspects:**
 - Our living world – care and respect for living things, particularly vulnerable or younger children –
 - Practical experiences of supporting and playing with younger pupils – developing resources and play activities. Jesus valuing children

Indicative Vocabulary

Care, nurture, safety, role models, guidance, sympathy, generosity, loyalty, consideration and good manners.

- **Sex / Physical Relationships Key Curriculum aspects:**

- Ourselves: physical growth, the importance of food and diet, exercise and activity, sport and challenge. Changes at puberty, physical, emotional awareness.
- Genetic influences on physical features: who am I like? Family characteristics / similarities, everyone as a unique individual.
- Variety and difference in physical appearance and capability – celebrating a rainbow world.
- How we can help ourselves; looking after our bodies, keeping clean and well groomed, healthy eating, building up strength and fitness. What happens when we get it wrong? Eating disorders and obesity. Making informed choices about medicine, drugs and alcohol

Indicative vocabulary

Vocabulary of sexuality (see acceptable sex education resources) abuse, honesty, dignity, self-control, self-discipline, self-respect, consent and coercion.

- **Year 6 (Sex Education)**

Consideration must be given by schools to the education provided in year 6. It is important that parents have the opportunity to look at resources and are made aware when the programme is due to start.

Within the sex education programme at Singleton School we aim to cover:

- Puberty, the change in our bodies.
- Girls will be taught separately on menstruation.
- Names of parts of the reproductive parts of our bodies.
- Adulthood: what is “grown up?”
- Changing relationships.
- Moral issues and core values.

Children should be taught sex education within a framework which reflects the Church ethos of the school and models and encourages the following values:

- A respect for self and a respect for others.
- Non exploitation in sexual relationships.
- Commitment, trust and bonding within sexual relationships.
- Mutuality in sexual relationships.
- Honesty with self and others. A development of critical self-awareness for themselves and others. - An exploration of the rights, duties and responsibilities involved in sexual relationships.
- Compassion, forgiveness, mercy and care when people do not conform to their way of life.
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation.
- Self discipline regarding their sexuality

National Curriculum for Science – Statutory

- **At Key Stage 1 pupils should be taught to:**
 - Y1 - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
 - Y2 - notice that animals, including humans, have offspring which grow into adults. They should also be introduced to the processes of reproduction and growth in animals. (The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.)
- **At Key Stage 2 pupils should be taught to:**
 - Y5 - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals.
(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)
 - Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

(Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.)
 - Y6 - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
(They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution).

Appendix 3

Personal, Health, Social and Emotional Education (PHSE) – non-statutory

At Singleton School we use Lancashire's guidelines using LCC's Coram Life Education – SCARF materials

At Key Stage 1 pupils should:

- Know that humans develop at different rates and that human babies have special needs be able to name parts of the body including the reproductive system and to understand the concept of male and female.
- Know about personal safety, for example, know that individuals have rights over their own bodies and that there are differences between good touches and bad touches, start to develop basic skills and practice which will help maintain personal safety.
- Appreciate ways in which people learn to live and work together; listening, discussing, sharing
- Should know there are different types of families and be able to describe the roles of individuals within the family
- Understand the importance of valuing oneself and others
- Begin to recognise the range of human emotion and ways to deal with these Psychological aspects
- Understand the importance of valuing oneself and others
- Begin to recognise the importance of human emotions and ways to deal with these

At Key Stage 2 pupils should:

- Begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty
- Know and understand how changes at puberty affect the body in relation to hygiene
- Know the basic biology of human reproduction and understand some of the skills necessary for parenting
- Know that there are different patterns of friendship; be able to talk about friends with important adults
- Know that within any environment there are people with different attitudes, values, beliefs and that these influence people's relationship with each other and with the environment Personal hygiene:
- Know and understand how changes at puberty affect the body in relation to hygiene

Relationships – specific information

This policy has been written in accordance with The Statutory Guidance from the Department of Education issued under the Section 80A of the Education Act 2002.

CHRISTIAN TEACHING

- The promotion of secure and happy relationships is central to the teaching of Jesus Christ. When asked which of the commandments was the most important, Jesus quoted two. The central theme of these two commandments is the importance of developing a relationship with God and with your fellow men.

“Love the Lord your God with all of soul and all of your mind” and” Love thy neighbour as thy self “

Jesus said “All of the law and the prophets hang on these two commandments.”Matthew22 34:40.

In our school we trust the word of Our Lord Jesus Christ and encourage our children to follow these commandants. The teaching of relationships in our school holds these commandants at its core.

Our school environment promotes our belief in these commandments. Our school displays are integral in promoting these commandments.

AIMS

- The aim of the policy is to ensure that our school foster in its pupils: happiness and wellbeing.
- Central to this is that our pupils believe that they can achieve goals, both academic and personal, stick to tasks that will help them to achieve these goals and to recover from knocks.
- At the same time this is to be complemented by development of personal attributes including kindness, integrity, generosity and honesty and will therefore support our children to become successful, happy adults who make a meaningful contribution to society.

This aim is completely underpinned by our School Vison and our Christian Values.

- Our Christian Values of love, respect, trust, friendship, endurance and wisdom are essential in happy positive relationships
- Our Biblical references which are central to our vision are key:

“With God all things are possible” John 10:10

“I have come that they may have life and have it to the full,” Matthew 19:26

REGULATIONS

In accordance with The Relationships and Sex Education and Health Education (England) Regulations2019, made under sections 34 and 35 of the Children and social work Act 2017, make Relationship Education compulsory for all pupils receiving primary education. In other words children may not be withdrawn from Relationships Education (in the way that they may be withdrawn form Sex and Relationships Education).

DEVELOPMENT and GOVERNING BODY.

This policy has been developed in close partnership with the School Governing Body and the parents. Certain aspects of the policy have been agreed upon with the Governing Body- The teaching of lesbian, gay, bisexual and trans relationships has been agreed with the Governing Body.

The policy will be reviewed every three years by the SMT and the Standards and Effectiveness Committee and reported to the Governing Body at Full Governors meeting through the policy cycle schedule, unless statutory changes are made at an earlier date.

The policy is available free of charge to anyone who asks for it. This policy is published on the school website.

- Governors should make sure that:
 - All pupils make progress in achieving the expected educational outcomes.
 - The subject is well led and effectively managed and planned.
 - The quality of provisions subject to regular and effective evaluation
 - Teaching is delivered in ways that are accessible to all pupils with send.
 - Clear information is provided for parents on the subject content
 - The subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

CONSULTATION WITH PARENTS.

- The relationships policy is made available to all parents.
- Parents are given the opportunity to voice any questions. Any questions will be discussed with parents.
- Our parents are assured that our teaching of relationships is done in a positive and sensitive way and is underpinned by our Christian Vision.
- Parents have been given the opportunity to view all of the planning and teaching content.
- Parents have been given an opportunity to view all of the proposed resources.
- Parents are encouraged to use these resources at home.
- Resources include those available on RISE ABOVE RESOURCES AND PSHE WEBSITE.
- Parents have been given an opportunity to have a voice.

EQUALITY

- Our school complies with the relevant requirements of the Equality Act 2010.
- No child is unlawfully discriminated against because of their age, sex, race, disability, religion or belief, gender reassignment or sexual orientation.
- Our school and staff are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes. Within our school we build a positive inclusive culture where every child is valued.
- Any incidents are dealt with efficiently and fairly
- All of our staff model positive relationships.
- All children with a SEND will be included in all relationship lessons, where necessary differentiation will be in place.
- In some cases children may need to receive extra provision in relationship teaching.
- Our Family Learning Mentor, Machala Lilley, will work with children who require extra support in developing positive relationships.
- Mrs Lilley is also able to provide support for families who require extra support in relationship strategies.
- All of our staff are trained in the Solihull approach which focuses on a positive strong regard for one another.

PLANNING

- The focus in our school is teaching the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults. At all times reference is made to the commandments of God.
- The teaching of relationships Education is broken down into units of manageable size and communicated clearly to pupils in a carefully sequenced way, within a planned programme of lessons.
- The lessons form part of the PSHE teaching but are also threaded throughout the whole of the curriculum, where appropriate.
- The core content is taken from CORAM Life Education Material.

- CORAM life Education have made available a set of plans and supportive material that covers all of the necessary statutory material,
- This material is in place in Singleton School.
- All of the statutory requirements are covered at an appropriate stage of school life.
- The planning and hyperlinks have been completed by Lisa Rund
- The planning is saved on the server,
- The planning covers all of the statutory requirements.
- The planning includes a number of resources. These resources have been assessed to ensure that they are age appropriate.
- The planning and teaching of Relationships Education reflects the law (including the Equality Act 2010) and our young children clearly understand what the law allows and does not allow
- The printed lessons are supported further by fictional publications.
- Daddy, Pappa and Me by Leslea Newman.
- Picnic in the Park Joe Griffiths
- Red Rockets and Rainbow Jelly by Sue Heap
- Mommy Mamma and Me by Carol Thomson
- The Great Big Boo Of Families by Mary Hoffman
- Donora's Big Day By Lesley Newman
- These publications support LGBT material and give a more familiar approach.
- All LGBT teaching is sensitive and age appropriate.

The delivery of the curriculum will be by each individual class teacher. Each teacher is encouraged to annotate the planning.

- The content of the relationships teaching has been discussed with lead teachers of other curriculum areas, notably, Religious Education, PSHE, Physical Education, science and Computing
- This is essential in order to avoid duplicity.

CONTENT

- The content will in some cases be repeated from year to year.
- At every stage of the child's journey through school we will reinforce the Christian Values and the importance they play in the development of good relationships.
- Children throughout school will know that good friendships are based on trust and that in our school all of the adults can be trusted.

"TRUST IN THE LORD WITH ALL YOUR HEART" Proverbs 3:5-6

- On line safety is taught throughout the school.

FOUNDATION STAGE

In the first year of school there is a strong link to The Religious Education Curriculum.

- Children focus on;
 - Special people:
 - People in their lives, family and friends and Jesus. They reflect on whom, their special friends are, what makes a special friend, the qualities of a good friend.
 - The importance of families-----What a family provides, love security, friendships
 - The stories that Jesus Told:
 - Focus on stories where people were there for one another: The Good Samaritan, The Lost Sheep, The Feeding of the Five Thousand.

Children are encouraged to reflect on how these stories lead us to becoming a good friend.

- To gain an expected level in the Early Learning Goals children need to :
 - Play cooperatively and take turns.
 - Take account of one another's ideas.
 - Show sensitivity to others. –
 - Form positive relationships with others.
 - Listen to others
 - Manage their own hygiene independently.

- Understand that not all children have the same as them
- Know that there are similarities and differences between themselves and others and among families, communities and traditions.
- Understand that technology can be used for different things.
- Children are taught that keeping secrets does not always keep us safe, that in our school there is always someone to talk to.
- Their body belongs to them.
- Stranger Danger
- That all of the adults in our school can be trusted.

YEAR ONE AND TWO

Children will learn:

- Jesus a friend to everyone. How can we be a good friend like Jesus.
- Being part of a God's family – How being baptised helps to be part of God's family.
- Belonging to a community – That our Church is there to support us and include us.
- Helping others in hunger – That harvest is a time to share our food and think of others.
- That in our school all of the adults can be trusted and are there to help us if we feel unsafe in any situation.
- The characteristics of a healthy family life, in which ever form the family takes.
- The importance of being there for one another
- The importance of caring for one another, link this to our Christian Values.
- That a caring friendship can make us feel happy
- How to make and to be a good friend
- Good manners are important
- Sometimes we fall out but it is important to come together
- That our Christian Values are essential to develop good relationships.
- That we have right to decide who can touch our bodies.
- That sometimes keeping a secret does not keep us safe.
- Stranger Danger

YEAR THREE AND FOUR

Children will learn:

- That at Easter, Jesus taught us about betrayal, trust and forgiveness. Which rules the Bible tells us to follow:
 - Jesus can change our life and help us to be the best friend we can be,
 - The focus on feeling safe in school is reinforced, children will be reminded that they can talk to and feel safe with any adult in our school. That feeling safe and secure is central to a healthy relationship.
 - That families in our school, our community and the wider world may not all look the same. It is important to respect one another and one another's choices.
 - That despite differences families show us how to love and to care and that is what is important.
 - That despite differences the heart of a happy family is important.
 - Continue to focus on our Christian values and the importance they provide in helping us to become good friend and help us to develop good relationships.
 - Friends can support us in times of difficulty.
 - How to ask for help if we are experiencing difficulties, in building relationships with our peers.
 - The importance of respecting others even when they are different, look different, have different beliefs, like different things.
- What is bullying, the impact of bullying and how to get help.
 - The importance of keeping safe on line.
 - How to recognise risks and how to report risks
 - How to ask for advice and to keep trying until you are heard,

YEAR FIVE AND SIX

- Children will learn:
 - How reading the Bible and following its messages will help us to develop good relationships.
 - How women in the Bible were strong women and how we can follow their example,
 - How life is a journey that is best followed in the footsteps of Jesus.
 - That in our school adults are all people who will respect us and set good examples. How as the older children in school we too can set good examples of positive relationships.
 - That not all families are the same.
 - Not all relationships are the same
 - This is to be discussed further and separately with Year 6 children and will cover LGBT.
 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong –
 - This is to be discussed further and separately with year six and cover LGBT -
 - How to recognise who to trust and who not to trust, how to judge when a relationship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to ask for help.
 - The importance of self-respect and how this links to their own happiness. –
 - That in school and the wider society they can expect to be treated with respect by others and they in turn they should show respect including those in authority. –
 - What stereotyping is and how this can be negative and destructive.
 - The importance of permission seeking and giving in relationships with friends, peers and adults.

That the same principles apply to online relationships.

- Keeping safe on line/ the risks associated with on line relationships.
- How data can be used and shared on line.
- How to report concerns of abuse
- Where to get advice

QUESTIONS

- In some instances children may ask questions.
- These may be inappropriate for the age group.
- The teacher will use their discretion as to whether to answer to whole class or to speak to the child independently
- Teachers will report the question back to the parent.

Further Curriculum content that supports relationship teaching

- Our charity work
- Our worship focus
- Our displays
- Our leadership team
- Our Christian leaders
- Our residential trip

APPENDIX A

Dear Parents and Carers,

Re: Growing Up – A Guide to Puberty

During their time in Class Three, Year 5 and 6 children are taught about 'Growing Up'. Within some of these lessons, we cover 'puberty and sex education'. Boys and girls are split into separate groups during some of these sessions; with Mr Goostry talking to the boys and Ms Rund to the girls. Our school's 'Relationships and Sex Education Policy' outlines what is taught in greater detail and is available on the school website. If you have any concerns regarding these lessons, please contact school for clarification.

Yours sincerely

Chris Goostry

Class Three teacher.