

This policy was agreed by Governors in June 2020 and minor updates made in May 2021 and January 2022; it will be reviewed in the academic year 2023/24.

## 1. Our vision and values promoted through Relationships Education

This is the agreed vision statement of Christ Church School:



### **Christ Church School, Hampstead**

A village school in London inspiring *life in all its fullness*

*Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)*

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

Our vision is brought to life through the school's five shared Christian values of **compassion, creativity, courage, simplicity and community**.

As our vision statement sets out, we are committed to creating an inclusive school which promotes respect and compassion for ourselves and all others, cultivates positive emotional and physical well-being and celebrates diversity. We are also committed to the promotion of equality and fundamental British Values\* and to the development of strong, positive and loving relationships amongst our school and the wider community. Teaching Relationships Education is a key part of how we demonstrate this commitment and put our vision statement into practice. We want all children to understand and feel accepted in the society in which they are growing up and for every child to thrive in modern Britain.

\* democracy, individual liberty, the rule of law and mutual respect and tolerance

## **2. Purpose of the Policy**

All primary schools are required to teach Relationships Education and to produce a Relationships Education policy.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it
- Enable parents and carers to support their children in learning about Relationships Education
- Give a clear statement on what the school aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school pupils
- Sets out how Relationships Education meets schools' legal requirements to
  - promote well-being (Children Act 2004)
  - prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
  - meet the school's safeguarding obligations
  - comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation (including that based on religion or belief, disability, sexual orientation, sex, and gender reassignment\*\*), advance equality of opportunity and foster good relations between different groups

\*\*five of nine protected characteristics as enshrined in law through the Equality Act 2010 (others are age, race, marriage and civil partnership, pregnancy and maternity)

The policy also includes a statement on Sex Education which covers a definition, what is taught, who teaches it and parents right to withdraw.

## **3. Development of the school policy**

This policy was developed by senior leaders, staff, parents and carers and governors and involved consultation and discussion with pupils, the wider staff group, parents and carers. We also consulted with Camden Learning and the London Diocesan Board for Education.

We have taken account of the

- Statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE Feb 2019)
- Camden's example Relationships Policy (September 2021)
- Equality Act 2010 and the Public Sector Duty
- Review of Sexual Abuse in Schools and Colleges (Ofsted June 2021)

## **4. Links to other policies**

This policy links to our Safeguarding and Child Protection policy, Positive Behaviour and Anti-bullying policy, Equality policy and Online safety policy, as well as to our PSHE Curriculum Statement.

Our provision of Relationships Education is part of our approach to supporting the health and well-being of children and our commitment to being recognised as a Healthy School. We achieved the Gold Healthy School Award in December 2019.

## **5. Definition of Relationships Education**

The requirements for teaching Relationships Education in primary schools are described in the DfE statutory guidance and, based on this guidance, we have defined Relationships Education as learning about

- different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships. including understanding about appropriate boundaries
- the importance of families for caring for children

- how to recognise when a relationship (with adults and/or peers) is unhealthy or unsafe and how to seek help and report concerns or abuse (including online)
- the importance of respecting others who are different from themselves whether physically, their family structure, their race, religion, belief, disability or sexual orientation
- different types of bullying and discriminatory language, the impact it has and how to prevent it and get help
- stereotypes and how they can lead to prejudice and discrimination e.g. based on sex, gender, gender identity, race, religion, disability or sexual orientation
- how to recognise risk and be safe online

## **6. Why teach Relationships Education at primary school?**

The government has made Relationships Education a statutory part of the curriculum and we agree that this is a crucial aspect of the primary curriculum.

We want children to develop the skills to make positive, caring, respectful and healthy relationships; in their friendships, within their families and with other children and adults.

We recognise that many children in primary school already have active online lives and that the knowledge and skills they learn in Relationships Education will enable them to navigate the online world safely and understand what is and is not appropriate and respectful behaviour.

Through Relationships Education, pupils also gain the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse and to keep themselves safe, online and off line.

For all these important reasons, the government has made Relationships Education a compulsory part of the school curriculum in which all pupils are required to participate and parents do not have the right to withdraw them.

## **7. Aims for Relationships Education**

Our Relationships Education programme aims to help children

- develop the confidence to talk about relationships
- develop the skills to make and maintain healthy and respectful friendships and family relationships
- recognise unhealthy or unsafe relationships, including friendships (and online), within the family, with peers and with known or unknown adults
- recognise the differences between appropriate and inappropriate or unsafe contact (with adults and/or peers), physical or otherwise, and to know how to report it and get help.
- understand the importance of respecting others even when they are different from them
- understand and respect different types of families, including families with one parent, with same sex parents, families that foster and adopt children
- challenge and prevent discrimination based on difference e.g. race, religion, sex, gender, gender identity, disability or sexual orientation
- recognise bullying and discriminatory language based on race, religion, sex, gender, gender identity, disability or sexual orientation and develop the confidence to prevent it and report it
- challenge gender and race stereotypes and inequality and promote equality and respect in relationships
- know how to be safe online and behave respectfully and appropriately
- know where and how to seek information and advice when they need help

## 8. Content and Organisation of Relationships Education

### ***Where is Relationships Education taught?***

Relationships Education will be taught through a planned programme of PSHE and Citizenship taught as timetabled lessons in all year groups. Sometimes this will be organised as blocks of teaching e.g. teaching about preventing bullying to coincide with anti-bullying week, within our termly whole school PSHE weeks or integrated into other topics such as Online Safety.

### ***What is taught in Relationships Education?***

Our Relationships Education programme reflects the statutory requirements in the DfE Guidance that describes what needs to be taught by the end of primary (see Appendix 2). We have planned the curriculum so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learnt in previous years.

### ***Teaching about difference and diversity***

The Government guidance “expects all pupils to have been taught Lesbian, Gay, Bisexual and Transgender (LGBT) content at a timely point as part of this area of the curriculum” (DfE Statutory Guidance 2019). We will not have specific LGBT lessons but through our teaching will help children to understand the society in which they are living and growing up, as well as to be respectful of others and difference.

This will mean that when pupils learn about families, we will include a wide range of families, including two mums and two dads and, when pupils learn about marriage, they will learn that marriage can be between opposite sex and same sex couples. When children learn about bullying and discriminatory language they will learn that this can happen because people are different or perceived to be different, and this can be because they have a different religion, are a different race, have a disability, or a different sexual orientation.

In Year 1, when we teach and learn about families, children will talk about their own families and begin to develop an understanding that all families are different but that they all love and care for one another. We use story books that show a wide range of family structures, including families with two mums and two dads.

From Year 2, when we teach, learn and talk about families, we introduce the idea that other people’s families may not be the same as our own, but that is ok and that, even though they are different, their love and care for one another is what is important and that we respect one another’s differences. Children talk about their own family structures and teachers introduce a range of family structures to reflect the diversity within the school and within the community. These structures may include families with one parent, parents who are married, parents who are not married, families with parents who are divorced where children might have parents and step-parents, families where children are living with relatives such as aunts, uncles and grandparents, families where there are two mums or two dads and families where children are adopted or fostered.

The diversity of families continues to be included when classes learn and talk about families in Key Stage 2.

Our library includes a range of information books and storybooks reflecting family diversity and our inclusive values. Age-appropriate books are introduced when the subject is being covered in class e.g. when teaching about families, and age-appropriate story books reflecting a range of family structures may be read in all classes at any point.

### ***Teaching about different relationships***

In Year 6, pupils learn that there are different types of romantic relationships, and that these can be between couples of the same and different sex. They learn a basic meaning of the words heterosexual, gay and lesbian. They learn about marriage and civil partnerships as a demonstration of commitment between couples of the same and different sex.

### ***Teaching about preventing bullying and discriminatory language***

We do not tolerate any type of bullying or discriminatory language, including the use of the word lesbian, gay, bisexual or transgender in an insulting or derogatory way. The Equality Act 2010 requires schools to prevent all types of discrimination.

When we teach about bullying in Years 5 and 6, we cover all types of bullying and discriminatory language, including bullying based on race, religion, disability, sex, gender, gender identity, gender reassignment and sexual orientation. Children also learn what homophobic, biphobic and transphobic bullying mean.

Pupils learn about the impact that bullying and discriminatory language have on people, how these can cause prejudice and discrimination and mental health problems and what we can do to prevent this happening.

### ***How is Relationships Education taught?***

- We recognise that teaching about some aspects of Relationships Education is sensitive. All teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality, are respectful of one another and do not discuss or ask private information of each other or the teacher.
- We will emphasise the importance of strong and supportive relationships, including marriage and civil partnerships (between opposite and same sex couples), and that caring and loving relationships are at the heart of happy and secure family life.
- Teaching resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- We ensure that the Relationships Education teaching programme is inclusive and is appropriate and relevant to all pupils, including those with SEN and disabilities. Where needed, Relationships Education is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases, pupils have individual support or work in small groups.
- Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and wider society, and help all pupils feel valued and included, regardless of their sex, gender, gender identity, race, religion, ability, disability and family structure.
- Teachers do not discuss details of their personal relationships with pupils.

### ***Answering children's questions***

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher or parents. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. Some questions may not be answered by school staff, but referred to adults at home instead.

### ***Who teaches Relationships Education?***

Relationships Education will be taught by the class teacher but sometimes outside organisations are involved e.g. a Theatre Company during anti-bullying week

If visitors are involved in Relationships Education, we will

- ensure their contribution is integrated into our scheme of work
- provide the visitor with an up-to-date copy of the school's Relationships Education Policy and ensure they adhere to it

- ensure that the class teacher is present throughout the lesson/session, taking responsibility for class management
- follow up the learning in later lessons

### **Sex Education and the right to withdraw children**

At Christ Church School we teach some Sex Education that is in addition to the Science National Curriculum. Sex Education is defined as teaching about sexual intercourse in the context of learning about how a baby is made and a basic understanding of pregnancy and how the baby develops and is born. This is taught in Year 5, and then revisited in Year 6. Sex Education is usually taught by the class teacher.

#### *Right to withdraw children from Sex Education*

We hope that parents and carers will support this important part of children's education and we will make sure that all parents and carers know what we will be teaching and when. However, we understand that some parents may want to educate their children about these aspects of sex education themselves and parents have the right to request that their child is withdrawn from any or all parts of Sex Education. Parents cannot withdraw their children from the statutory Science elements set out in the National Curriculum.

If a parent wishes to withdraw their child from the Sex Education lessons they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of their child learning about Sex Education. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Subject leader or Head teacher about the resources to support this.

### **Science National Curriculum**

All primary schools are required to teach the Science National Curriculum which covers the biological aspects of sex education: growth and development, naming body parts, a basic understanding of the life process of reproduction and the human life cycle. (See Appendix 1 for details of the National Curriculum content.) Parents do not have the right to withdraw their children from Science.

### **Health Education and Puberty**

All primary schools are required to teach statutory Health Education which includes teaching about puberty. We begin teaching about puberty in Year 5 as part of learning about the human life cycle. We introduce appropriately-detailed information about the changes which happen at puberty for boys and for girls, including both the physical and emotional changes. We then revisit this information in Year 6.

### **How is sex education, biological aspects of science and puberty taught?**

Sex Education, biological aspects of science and information about puberty are taught through PSHE and Science in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single-sex groups can discuss issues with a teacher of the same sex or in a single-sex group. At these points, we ensure the same content and information is taught to both girls and boys.

When we teach the biological aspects of science, puberty (Year 5 and 6) and sex education (Year 5 and 6) we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher, if appropriate.

## **9. Involving pupils**

To ensure that the Relationships Education programme meets the needs of pupils, the PSHE subject leader involves pupils in reviewing and evaluating the programme each year.

The PSHE subject leader also gathers feedback from teachers about pupils' engagement in the curriculum.

## **10. Confidentiality, safeguarding and child protection**

Although Relationships Education is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal concerns or worries for themselves or others. Staff understand that they cannot promise pupils absolute confidentiality in order to support and keep them safe, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

## **11. Assessing Relationships Education**

Pupils' progress in learning in Relationships Education is assessed as part of the assessment in PSHE and citizenship. Pupils' attainment in PSHE is reported to parents in annual reports.

## **12. Monitoring and evaluating Relationships Education**

The PSHE subject leader monitors teachers' planning to ensure Relationships Education is being taught.

Pupils and staff are involved in evaluating the Relationships Education teaching programme as part of the ongoing programme of monitoring and evaluation activities undertaken by subject leaders and senior staff. There are discussions with staff about the impact of the curriculum on pupils' learning and their engagement in the learning and pupils are also involved in giving feedback about the PSHE curriculum.

## **13. Training for Staff**

It is important that Relationships Education and Sex Education are taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers have received up-to-date training and provide a range of training opportunities including school-based INSET, team teaching, classroom observations and external training courses provided by organisations including the Camden Health and Wellbeing Team and the London Diocesan Board for Schools (LDBS).

Training topics could include:

- what to teach and when
- leading discussions about attitudes and values
- information updates
- practising a variety of teaching methods
- facilitating group discussions
- answering questions
- managing sensitive and controversial issues

## **14. Engaging and Involving Parents/Carers**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships Education and compliance with the statutory guidance and Equality Act.

We will let parents know what will be taught and when and the resources that will be used and, in particular, consult parents before Year 5 and Year 6 about what will be taught in Sex Education and the resources that will be used.

We will take every opportunity to inform and involve parents and carers by

- engaging with parents when developing the Relationships Education policy and when it is reviewed
- publishing the Relationships Education policy on the school website
- including a summary of the content and organisation of Relationships Education and Sex Education in the school prospectus/information

- providing information about content of the Relationships Education and Sex education teaching programme as part of the termly information on the curriculum, e.g. in class leaflets and in the curriculum overviews on the school website
- inviting all parents and carers to a workshop to find out about the Relationships Education and Sex Education programmes when this policy is introduced
- inviting Year 5 and 6 parents to an annual workshop about what will be taught in relationships education, science and sex education and include tips for talking to their children about relationships education and sex education.

#### **15. Disseminating the policy**

A copy of this policy is on the school website. It is also included on the staff computer network.

A summary is included in the school prospectus/information. Copies are supplied to visitors who are involved in delivering relationships education or sex education.

The policy will be reviewed by staff and governors every three years and parents and carers will be informed through the newsletter and school website.



## **Appendix 1**

### **Sex Education in National Curriculum Science**

*The programmes of study for Science are set out year-by-year in the National Curriculum. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. Schools can also introduce key stage content during an earlier key stage if appropriate.*

#### **Key Stage 1**

##### **Year 1**

###### Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

##### **Year 2**

###### Animals, including humans

Notice that animals, including humans, have offspring which grow into adults.

###### *Non-statutory Guidance*

*Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. 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.*

*The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.*

*Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow*

#### **Key Stage 2**

##### **Year 3**

No content linked directly to Sex Education.

##### **Year 4**

No content linked directly to Sex Education.

##### **Year 5**

###### Living things and their habitats

Describe the life process of reproduction in some plants and animals.

###### *Non-statutory guidance*

*Pupils should find out about different types of reproduction, including sexual reproduction in animals.*

*They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.*

###### Animals, including humans

Describe the changes as humans develop to old age.

###### *Non-statutory guidance*

*Pupils could 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.*

##### **Year 6**

No content linked directly to Sex Education.

**Appendix 2**  
**Statutory content for Relationships Education (DfE 2019)**

Topic	By the end of Primary, pupils should know
Families and people who care for me	<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* 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>*marriage including both opposite sex and same sex couples</p>
Caring friendships	<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, kindness, generosity, 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
Respectful relationships	<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>• practical steps they can take in a range of different contexts to improve or support respectful relationships</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> </ul>

	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <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>
Being safe	<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 (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3

#### Statutory content for Health Education (relevant to Relationships Education and Sex Education)

Topic	By the end of Primary, pupils should know
Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>