

# St Agnes CE Primary School

## Relationships Education Policy

Approved by:	Governing Body	Date: March 2025
Last reviewed on:	March 2023	
Next review due by:	March 2026	

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## 1. Aims

The aims of relationships and sex education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our values are linked to being a **Rights Respecting School** and as such have adopted the UN Convention on the Rights of the Child.

**Every child has the right to the best possible health. Article 24**

**Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Article 29**

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

We are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. Effective Relationship and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

At St Agnes CE Primary school, we teach relationships and sex education as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

For reference purposes Relationship and Sex Education (RSE) is abbreviated to Relationships Education (RE) in this policy.

### 4. Definition

RE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RE involves a combination of sharing information, and exploring issues and values. RE is not about the promotion of sexual activity.

At St Agnes Primary School we only provide relationships education. We will not be teaching sex education apart from that which is covered in our science curriculum.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Parents will be informed if there are concerns arising.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings – covered in specific sessions on puberty in Years 5 and 6

For more information about our curriculum, see our curriculum map in Appendix 1.

### 6. Delivery of Relationship Education (RE)

RE is taught within the personal, social, health, relationship and economic (PSHRE) education curriculum. Biological aspects of RE are taught within the science curriculum and this is taught in accordance to the sensitivities of the community, with a health professional supporting and delivering the sessions. Other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

In RE we teach the children:

- The importance of family life, moral questions and relationship issues;
- The physical development of their bodies as they grow into adults and how humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- Respect for the views of other people.
- What they should do if they are worried about any sexual matters, including possible abuse.

In RE teachers need to:

- Be open and honest in answering questions, as they are in other subjects;
- Answer pupil's questions factually in terms which are age appropriate;
- Provide materials that are age appropriate and matched to the children's level of understanding.

### **Key Stage 1**

#### **Feelings**

- Emotions and managing feelings

#### **Friendships**

- Friends, family, similarities and differences between people, people who are special to me.

#### **Growing up**

- Belonging to a group, understanding growing up from young to old, naming the external body parts, being a boy and being a girl, knowing that animals and humans reproduce.

#### **Safety**

- Saying no and the right to say no, having the confidence to ask for help, recognising potential risks to the safety of self and others (NSPCC resources)

## **Key Stage 2 Themes**

### **Feelings**

- Understanding a range of feelings and emotions, recognising and expressing emotions, other people's feelings and managing feelings

### **Friendships**

- Friends, strategies for dealing with friendship problems, qualities of a good friend peer pressure, family values, marriage and lifestyle choices

### **Growing up**

- Childhood developments, human life cycle, naming the body parts and differences between male and female, adulthood and lifestyles, understanding the processes of conception and birth, puberty and gender roles

### **Safety**

- Identifying dangers, learn respect over their own and other's bodies, consent and saying no in difficult situations, techniques for resisting pressure.

## **Links with Science National Curriculum Statutory Requirements**

### **Key Stage 1**

#### **Year 2**

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

### **Key Stage 2**

#### **Year 5**

- Animals including humans
- Describe the changes as humans develop to old age

#### **Year 6**

- Evolution and Inheritance
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

For more information about our RE curriculum, see below and Appendices 1&2.

## **7. Roles and responsibilities**

### **The governing board**

The governing board will approve the RE policy, and hold the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for ensuring that RE is taught consistently across the school.

### **Staff**

Staff are responsible for:

- Delivering RE in a sensitive way
- Modelling positive attitudes to RE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RE

Staff do not have the right to opt out of teaching RE. Staff who have concerns about teaching RE are encouraged to discuss this with the headteacher.

The headteacher, Shoab Uddin, and deputy headteacher, Chris O'Keefe, are responsible for the delivery of the RE curriculum at St Agnes Primary School.

### **Pupils**

Pupils are expected to engage fully in RE and, when discussing issues related to RE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Most of the children's informal relationships and sex education occurs within the family and our programme will complement and build on this in cooperation with home. Parents/Carers have the right to withdraw their child from sex education lessons (other than sex education in the National Curriculum as part of science) but not from relationships education. If a parent/carers wishes to withdraw their child, they need to have a discussion with the Deputy Headteacher Miss Lynton so that she can be made aware of the reasons and provide alternative arrangements.

We are also committed to ensuring that the education provided to pupils in Relationships Education and RSE is appropriate to the age of pupils and respects their religious background, whilst still being consistent with requirements of the Equality Act.

## **9. Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages
  -

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats

- Give careful consideration to the level of differentiation needed

## **10. Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan (Appendix 1)
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **11. Training**

Staff are trained on the delivery of RE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as Manchester Healthy Schools, school nurses or other health professionals, to provide support and training to staff teaching RE.

## **12. Monitoring arrangements**

The delivery of RE is monitored by the headteacher and PSHRE lead, through:

- Monitoring arrangements, such as planning scrutinies, learning walks, pupil talks and reviews. Pupils' development in RE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually.. At every review, the policy will be approved by the governing body.

## **13. This policy should be read in conjunction with our policies for:**

- Child Protection and Safeguarding Policy
- Relationships and Sex Education Policy
- Health Education Policy
- Anti-Bullying Policy
- Equality Policy
- British Values Online Safety Policy
- Staff Conduct Policy
- Behaviour Policy



## Appendix 1: Relationships and sex education curriculum map

All pink areas show our Relationship Education coverage across the academic year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y 1	British Values	Mental & Emotional Health	Healthy Lifestyles	Relationships	Keeping Safe	Living in the Wider World
	What groups do I belong to? How can we choose together? What if everyone did that? How can I express myself? How can I be a good friend to everyone?	What makes me happy? What are feelings? What is the difference between good secrets and bad secrets? How does my behaviour affect others?	What foods should I eat? How can I look after my teeth? Why is it important to wash my hands?	Who are the people in my life that love and care for me? What are the differences and similarities between people? What are the similarities between girls and boys?	What are the rules for keeping me safe at school and outside? What are rules about household substances? What is an emergency and what do I do?	What are class rules? (British Values) Where does our money come from? What is the environment?
Y 2	British Values	Mental & Emotional Health	Healthy Lifestyles	Relationships	Keeping Safe	Living in the Wider World
	Who are our patron Saints? Is it fair? What are our school rules? What does it mean to give consent? Is it ok to have a different kind of family?	What is the difference between small feelings and big feelings? How can I keep safe online? What makes others happy?	How do I keep myself healthy? Why is it important to keep active? How can I prevent diseases spreading?	What is private? (body parts) What happens when the body grows young to old? What is fair, unfair, kind and unkind?	How do medicines help us when we are unwell? How do I keep safe at home? What is my responsibility for keeping myself and others safe?	What groups and communities am I a part of? How do we make choices about spending money? How can we look after the environment?
Y 3	British Values	Mental & Emotional Health	Healthy Lifestyles	Relationships	Keeping Safe	Living in the Wider World
	Why do people have logos, uniforms and flags? Who is in charge of the school?	How do my feelings affect my behaviour? How can I manage my feelings?	What is a healthy diet? What is an unhealthy diet? How do I keep safe in the sun?	What is personal space? What does a healthy relationship look like?	What happens when I breathe smoke in the air? How do I recognise risks in my life?	How do rules and law protect me? What is the difference between my local British communities

	<p>Why are rules different in different places?</p> <p>Do animals have rights?</p> <p>Is it ok to believe different things?</p>	<p>What are the ways we are communicating online?</p> <p>What am I good at?</p>	<p>Why is personal and oral hygiene important?</p>	<p>Why is being equal important in relationships?</p>	<p>What do I do in an emergency?</p>	<p>and global communities?</p> <p>What are the links between work and money?</p>
Y 4	<b>British Values</b>	<b>Mental &amp; Emotional Health</b>	<b>Healthy Lifestyles</b>	<b>Relationships</b>	<b>Keeping Safe</b>	<b>Living in the Wider World</b>
	<p>Which values do we share?</p> <p>How are our Prime Minister and Government voted in?</p> <p>What are my rights and my responsibilities?</p> <p>How does it feel to have your freedom taken away?</p> <p>What is racism?</p>	<p>What is resilience?</p> <p>What does it mean to have responsibility over my choices and actions?</p> <p>What is discrimination?</p>	<p>How do I make sure I sleep well?</p> <p>What is fuel for the body?</p> <p>How do I know if I'm physically ill?</p>	<p>What is diversity?</p> <p>Do boys and girls have different roles?</p> <p>What changes happen to my body?</p>	<p>How do I manage risks in my life?</p> <p>What is self-control?</p> <p>What is the difference between legal and illegal drugs?</p> <p>Are all drugs harmful?</p>	<p>What are the rights of the child?</p> <p>How do we look after our money?</p> <p>What is sustainability?</p>
Y 5	<b>British Values</b>	<b>Mental &amp; Emotional Health</b>	<b>Healthy Lifestyles</b>	<b>Relationships</b>	<b>Keeping Safe</b>	<b>Living in the Wider World</b>
	<p>Do you have to be born in the UK to be British?</p> <p>How do our national and local government make decisions that affect us?</p> <p>How are laws made?</p> <p>Does everyone in the world have the same rights?</p> <p>What is the Equality Act?</p>	<p>What is mental health?</p> <p>How do I negotiate and compromise?</p> <p>How do I stay safe on a mobile or tablet?</p> <p>How can I be happy being me?</p>	<p>How can we stop the spread of infection?</p> <p>Why are immunisations and vaccinations important?</p> <p>Why is it important to know about nutritional content of food?</p>	<p>What is puberty?</p> <p>What are the different relationships in my life?</p> <p>What is unwanted touch?</p>	<p>How do I respond to dares?</p> <p>What are 'habits'?</p> <p>Who or what influences me?</p>	<p>How are rules and law made and changed?</p> <p>What is Fair Trade?</p> <p>How can I develop my enterprise skills?</p> <p>What is racism?</p>
	<b>British Values</b>	<b>Mental &amp; Emotional Health</b>	<b>Healthy Lifestyles</b>	<b>Relationships</b>	<b>Keeping Safe</b>	<b>Living in the Wider World</b>

	What was the British Empire? How can my voice be heard? How is the law enforced? What promoted the Universal Declaration of Human Rights? What are extremism and radicalisation?	How can I challenge negative thoughts and feelings? What is stereotyping? How can the internet positively and negatively affect our mental health?	How is my mental and physical wellbeing connected? How do I keep physically healthy? Can I plan and prepare a healthy meal?	What changes happen in my life? What happens in a loving relationship (incl. marriage) and what is forced marriage? What are the physical and emotional changes of puberty?	How do drugs affect the mind and body? How do I manage peer pressure? What are basic emergency first aid skills?	Why is it important to be critical of the media online and offline? How do people manage money? What do I want to be?
Other events	<b>British Values</b>	<b>Mental &amp; Emotional Health</b>	<b>Healthy Lifestyles</b>	<b>Relationships</b>	<b>Keeping Safe</b>	<b>Living in the Wider World</b>
	Black History Month (Oct) Human Rights Day (10/12) LGBT History Month (Feb) Random Acts of Kindness Day (17/2) Zero Discrimination Day (1/3) Remembrance Day (11/11)	Mellow Yellow Day World Mental Health Day (10/10) International Day of Peace (21/9) Children's Mental Health Week (4-10/2)	World Health Day (7/4) Healthy Eating Week (12-18/6)	Anti-Bullying Week (14-20/11) Friendship Friday (18/11)	Road Safety Week (14-20/11) Safer Internet Day (7/2)	Enterprise Day/Week (TBC) Aspirations Day (TBC)

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## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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</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>
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>

TOPIC	PUPILS SHOULD KNOW
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> <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>

TOPIC	PUPILS SHOULD KNOW
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>