



Grayrigg CE Primary School

Relationships Education Policy 2024

So God created humankind in his image, in the image of God he created them
Genesis 1:27

I have come in order that you might have life—life in all its fullness
John 10:10

Date ratified:	24.11.2024
Review date:	Autumn 2025
Chair of Governors signature:	

Background

The Church of England's Vision and Relationships Education

The Vision contains four core strands:

- **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Relationships Education promotes each of these four core strands through: the development of **understanding** which places our pupils in a position of strength; **opening horizons** ensuring that pupils are not oppressed by unhealthy relationships; enabling our whole school **community to live well** and disagree well together; and by ensuring that every member of the school community is **respected and valued**.

The colour coding throughout this policy is used to highlight the direct links with our approach to Relationships Education and the Church of England's Vision for Education.

Rationale

In keeping with the Church of England's vision and our own,

Ensure every unique child and adult is able to flourish by...

Inspiring them all to reach further than they ever thought they could in all they do academically and personally.

Inspiring them all to look beyond what they already know, encouraging children to have confidence to explore beyond their own experiences.

Inspiring them all to be confident to lead, having the confidence and courage to be the change and know that "what just-is, is not always justice".

Ensuring we have created a place of true belonging so everyone's physical and emotional needs are met and all can flourish.

We believe that all pupils have a right to an education which enables them to **flourish** and **fulfil their potential**, without fear, in a **community** where differences of lifestyle and opinion are treated with **dignity and respect**.

As a school, we understand that for pupils to **flourish academically**, their **mental and emotional wellbeing** is vital. We also recognise that in order to make our school a happy and nurturing learning **environment** and workplace for pupils and staff respectively, positive and healthy **relationships** between all members of our school **community** (including between pupils and adults) are important.

We also value the importance of working closely with parents and families and the essential role that families play in **supporting** our pupils to develop healthy **relationships**. This policy has been drafted following consultation with families who have been sent the policy electronically (due to COVID) and had the opportunity to respond via email.

We welcome feedback and warmly invite suggestions on either the content of this policy (which will be taken into account when it is reviewed) or how the curriculum in any class may need to be adapted to take into

account the [temporary or permanent family circumstances](#) of any of our pupils. If this is the case please contact the headteacher: kirsty@grayrigg.cumbria.sch.uk

This policy is part of a suite of documents aimed at supporting our pupils' [emotional wellbeing, safety and personal development](#) and promoting [safe and healthy relationships](#) and should be read in conjunction with our:

- Behaviour Policy;
- Child Protection Policy and Safeguarding Procedures;
- Ethos leaders/mini police aims
- Equality Information and Objectives;

What is Relationships Education?

Through our Relationships Education programme, pupils learn:

- to [cherish themselves](#) and others as [unique and wonderfully made](#);
- to recognise what a [healthy relationship](#) looks like and how to form healthy relationships, ensuring [respect and dignity](#) for themselves and others;
- how to live well together, including [behaving well towards](#) others, [disagreeing well, forgiving and repairing broken relationships](#);
- [how to keep themselves and others safe](#);
- how to make sense of the world around them (including an [online world and the changes to their bodies](#)); and
- to develop the skills to [express their own views](#) and make their own [informed decisions](#).

The focus of our teaching is on **family** (the importance and value of [belonging to a loving family](#) and the fact that [families are all different](#)); and **friendships** (the [importance of having friends, knowing what it means to be a good friend](#), how to spot an issue and what to do about it, how to resolve issues and [where to get help](#)).

Much of our teaching is 'on the spot' either in the classroom or on the playground or lunch hall. Often the best Relationships Education is born out of reflecting on actual issues that have occurred and exploring together how to [put them right or how we could do something differently going forwards](#).

Planned Relationships Education sessions which take account of the age of the pupils take place as part of our Values learning (through the ethos leaders and collective worship) and half termly development days where children will focus on this in their classes for a whole day with their core class teacher.

Detailed information about the content of our Relationships Education programme in each year group can be found on the school website.

Lesbian, Gay, Bisexual and Transsexual ("LGBT") Relationships

In keeping with our [loving and inclusive Christian ethos](#), we believe that **every** pupil deserves [life in all its fullness](#) and [is uniquely and wonderfully made](#). We teach our pupils to [value and respect](#) their peers regardless of their sexual or gender identity, and that of their parents, whatever it might be.

We expect (in line with our [Behaviour Policy and the Equality Act 2010](#)) that **all** our pupils will feel valued and will be treated with [dignity and respect](#) by all other members of the school community.

To this end, as with all other areas of diversity, we **celebrate the differences** that make each of our school families unique. We help pupils to make sense of the **ways in which their own family life is the same as, and different from, that of their friends** and how to ask and answer questions **sensitively and respectfully**.

Sex Education at our school

Our Curriculum

We fully understand that parents and families often feel nervous about their child taking part in Sex Education lessons at school.

There are certain elements of Sex Education which, as a school, we are **legally obliged to teach**. These are set out in the National Curriculum for science (which is a statutory document) and involve teaching our pupils about the **human body, including how it changes during puberty, the life cycles of animals and the processes of reproduction of animals**.

At our school, we do not teach our pupils any Sex Education other than that prescribed in the science curriculum until [Year 6] when we do deliver some Sex Education sessions in order to:

- **Give pupils an opportunity to ask questions** in a safe environment;
- Support the **emotional development and wellbeing** of our pupils who may be struggling to make sense of either the changes to their body, or of upsetting or distressing information they have received from friends, or read or seen online;
- Ensure that pupils understand, before they leave primary school, **what is and is not acceptable in relation to how others treat their body**, so that they are able to **identify when someone is attempting to cross boundaries inappropriately**;
- Make sure our pupils **know where to get help if needed**; and
- Ensure pupils **understand the law** about the acceptable use of social media and online relationships.

In our school, these sessions are delivered by the Class Teacher.

Parents will be informed in writing when these sessions will be taking place in order that they can **support their child at home**. Any parent wishing to discuss the content or materials used is warmly welcomed to make an appointment to do so with their child's class teacher.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf.

Parents have the right to request the withdrawal of pupils from Sex Education sessions:

Pupils **cannot** be excused from **Relationships Education**. It is a compulsory subject.

Similarly, pupils **cannot** be excused from any elements of the **science curriculum** which deal with the human body or reproduction.

However, parents **can request** that their child be excused from Sex Education sessions which take place in Year 6. Any parent wishing to do so should contact our headteacher Mrs Cooper by email kirsty@grayrigg.cumbria.sch.uk

Whilst we respect the right of parents to make such a request, the school does not recommend that pupils miss these sessions. A lack of **knowledge and understanding** of sex makes it more likely that pupils will ask their friends and receive **inaccurate information**; turn to the internet and find information or images that are **distressing**; and potentially become prematurely sexually active.

Any parent requesting that their child is excused from the sessions will therefore be invited to attend a meeting with the Headteacher to ensure that they are certain of the implications for their child of missing these sessions.

Pastoral Support for Pupils

Menstruation

We understand that menstruation can be **confusing or even alarming** for girls if they are not prepared. Without **proper teaching**, girls are at risk of receiving further alarming or misleading advice from peers and others to whom they may understandably turn.

We therefore ensure that all pupils in Year 5 are **prepared** for the onset of menstruation and, to **uphold their dignity**, know where in school they can find freely available sanitary products.

Pupils with Special or Additional Needs

The teaching of Relationships Education to some pupils with **Special or Additional Needs** will be particularly sensitive and will need to match carefully the age and understanding of the individual pupil.

Some pupils may need to be taught Relationships Education in a different way to the rest of their age group. As in all other cases of **adapting the curriculum to meet an individual pupil's needs**, this will occur in consultation with the **pupil's family** and will be regularly reviewed. Any parent with concerns about their child's ability to engage with the planned curriculum should speak to the class teacher in the first instance.

Monitoring

The headteacher Kirsty Cooper is responsible for the Relationships Education and Sex Education curriculum at our school.

She monitors the effectiveness of the teaching of Relationships Education and Sex Education and is responsible for the monitoring of and review of this policy.

By the end of Primary School, pupils should know:	
Mental wellbeing	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist

	<ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • 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.