

# Cockerham Parochial C E Primary School



*'Where a love of learning grows'*

Growing in knowledge

Growing in faith

Growing in God's love

'I can do all things through Christ who strengthens me'

Philippians 4.13

## **What values will underpin this policy?**

At Cockerham Parochial C E Primary School we try at all times to live out our Christian Values, chosen by the school community.

## **Our Christian Values**

Friendship, Perseverance, Courage, Trust, Generosity and Respect

## **RELATIONSHIPS POLICY**

## **INTENT**

### **Vision**

The greatest commandment Jesus taught was to love God and love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Cockerham Parochial C E Primary School our Relationships Education seeks to live out this command and explore how we can 'love our neighbour' through what we say and what we do. It supports our school vision to "learn, grow and care as part of God's family."

Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other within a friendship or family relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop, through an inclusive programme of teaching that is based on Christian principles, which both respect the human body and seek to ensure health and well-being.

### **Aims and Objectives**

The aims of RSE at Cockerham Parochial C E Primary School are:

- To ensure Relationships Education is part of a child's broad and balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of a healthy relationship and healthy friendships.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and report things that make them feel unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own values and feelings of confidence and empathy.
- Create a positive, respectful culture around sexuality and relationships.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian Values.
- To know how to 'love your neighbour' even when we disagree.

### **Statutory Requirements**

The school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationship, Education, Sex Education (RSE) and Health Education.

- Relationships Education is the programme of work that forms parts of the basic, statutory national curriculum. It covers all types of relationships including online, peer to peer friendships, family and carer relationships and trusted adults. It also covers respect for others and staying safe, and being part of the Family of God.

- Sex Education is a programme of work that covers romantic relationships, sexual health and contraception and is taught at high schools, therefore **not** covered at Cockerham Parochial C E Primary School. Sex education is not statutory.
- Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance
- The Science curriculum covers animal, plant and human reproduction and is statutory.

## **Policy Development and Review**

This policy has been developed in consultations with staff, governors, pupils and parents.

**This policy will be reviewed every two years, using the above procedure, drawing on views of pupils, parents, staff and the school community at time of the review.**

## **IMPLEMENTATION**

### **Approaches to learning**

Relationship Education is delivered through one discrete lesson a week by the class teacher with PSHE and makes many cross-curricular connections with other National Curriculum subjects. It will be delivered in many different forms at Cockerham Parochial C E Primary School, including:

- Circle Time sessions where children will have the opportunity to talk, listen and share opinions in a safe and secure environment led by the teacher.
- As part of discrete PSHE sessions through a question based programme builder which includes PSHE Association Scheme of Work and those quality assured by them in a similar context as above
- The use of videos and resources provided by NSPCC.
- Educational visits or visitors that enhance teaching and learning
- Links through other curriculum subjects such as Science and RE.
- 1 Decision scheme

Appendix A outlines the curriculum overview for the school in relation to PSHE and RSE showing which topics are taught in which years. In addition, the overview indicates where cross-curricular links are made.

All content is adapted to suit the needs of pupils with Special Educational Needs or disabilities and those children are more able. Where specific adaptations are made, they are detailed in the overview. These are supported by the PSHE Association Framework for pupils with SEND.

We respect pupils' unique starting points by providing learning that is inclusive to each child's experiences, knowledge and age while taking into consideration age appropriate content. We ensure that pupils with special educational needs receive

access to PSHE Education (R(S)HE) through individual behaviour plans, Individual support work and subject related questions. By assessing the needs of different pupils through strands such as disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children we enable our children to 'Grow in knowledge.'

## **Difficult Questions and Sensitive Issues**

### **Creating a safe and supportive learning environment**

We create a safe and supportive learning environment by respecting the children's views and questions and responding confidentially where needed and with confidence

We ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support.

- The school seeks to provide a safe, secure learning environment for PSHE Education (R(S)HE) that enables children to gain accurate knowledge, develop their own values and attitudes, and learn the skills to grow into happy confident successful adults
- The school seeks to ensure all members of staff are role models for positive interpersonal relationships by following the school staff code of conduct.
- Group agreements (ground rules) are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils throughout. They are regularly revisited to ensure a consistent approach.
- Using distancing techniques to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas

We will answer pupils' questions honestly and accurately within an agreed developmentally appropriate framework in school. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully.

This includes:

- All classrooms have an 'ask it' basket all the time as questions may be linked to any topic
- If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space
- If the teacher or visitor is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". Ask the pupil to write it down and put it in the basket. This may need to be supported by an adult with the pupil still placing it in the basket
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people
- Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL. The decision may be:

- The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson
- Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership
- There needs to be a safeguarding response

A record of questions asked and how they were dealt with in case will be kept to inform and recourse and to inform future curriculum planning.

However, if a child asks a question regarding the above list of topics, these issues would be discussed in an age-appropriate and sensitive manner as and when they are encountered:

rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay.

AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when encountered.

The school will normally seek to inform the parents, guardians or carers before the end of the day that such a question or issue has arisen.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's Safeguarding Policy and procedures for child protection. This also means that if a pupil puts a question to a member of staff and requests secrecy, as in accordance with the Safeguarding Policy, no guarantees or promises of secrecy will be made, but pupils will be given reassurance that all actions taken will be with the safety of the pupil in mind.

## **IMPACT**

### **Success Criteria**

By delivering the aims and objectives of the R/SE policy, we will teach the children knowledge, skills and understanding they need to continue their future learning and become adults, thriving in the wider world. They will leave Cockerham Parochial C E Primary School prepared for future personal development, having:

- A broad and balanced awareness of the differences in our local, national and global communities, knowing that they have a valuable contribution to make to each.
- A secure personal identity with a confident awareness of their own beliefs and values.
- A confident knowledge of how to keep themselves safe, including the importance of boundaries, safe communication and online safety.
- A set of Christian Values that enable them to understand and respect those who differ and challenge those that exploit others
- A secure understanding of healthy friendships and relationships.
- An awareness of the distinctions between traditional Christian views, modern day law and changing social issues
- An ability to empathise and 'love thy neighbour'

## **Assessment and Record Keeping**

We assess pupils' learning through the PSHE materials establishing a baseline and endpoint to show individual progress.

This is evidenced by the use of individual PSHE books which move through school with the child and class floor books.

As with our PSHE lessons our teachers assess the children's work in RSE both by making judgements as they observe and listen to children during lessons and where appropriate, by marking their recorded work against specific learning objectives the school curriculum map (available to view in the appendix and on the school website). The PSHE lead will monitor through a range of methods including staff discussions, work scrutiny and where appropriate, discussion with pupils.

Pupils have been involved in the creation of this policy through consultation sessions which have been highlighted eg 'ask it' baskets and setting the expectations for sessions confidentially and trust.

Pupils' needs and the issues they are facing will be identified by staff through SEND reviews, pupil progress meetings and parent evenings as well as ongoing communication with all those involved with the children's learning.

Pupils have opportunities to review and reflect on their learning during lessons through the use of their individual PSHE books.

## **Monitoring, reporting and evaluation**

The PSHE lead will monitor through a range of methods including staff discussions, work scrutiny and where appropriate, discussion with pupils.

Parents will have verbal feedback throughout the year through parent meetings and where necessary throughout the term/year if applicable. PSHE will be reported on the end of year progress report.

Governors will have written report as part of the monitoring schedule and verbal feedback at SEC meetings.

## **EYFS**

In the EYFS Curriculum, Personal, Social and Emotional Development is one of the three Prime Areas of Development. It is divided into three sections:

### Self-confidence and self-awareness

This aspect is about how children come to develop confidence in who they are and what they can do and in expressing their own ideas. Having caring adults around them gives them confidence. It helps the child feel valued and special and gives them a sense of self-worth. This in turn leads to them being confident with others and knowing when they need support from other people.

### Managing Feelings and Behaviour

This aspect is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings. It also links to how they learn and can follow simple rules which operate in different places such as home and a setting or a play area. Children need the support of adults to help them to understand these complex and often challenging areas.

### Making relationships

This aspect is about how young children learn to get along with other children and with adults; how they can see something from somebody else's point of view and take that

into account when they play and work with other children. It is also significant in developing friendships. To be able to do these things children need role models – adults who show them how to be with others; how to be kind and to understand why people behave in certain ways – such as saying sorry for hurting another person's feelings.

Elements of PSHE are also covered Physical Development, another of the Prime Areas of Development – this deals with personal hygiene and health.

**Other aspects of school life that contribute to PSHE Education (R(S)HE) include:**

School Council, Prefects, playground buddies, class assemblies, worship team and charity projects eg David, Compassion project.

Opportunities for the children to participate including drama productions, variety of clubs/teams, residential trips, community projects, Cockerham field day work and grounds/gardening work.

**Roles and Responsibilities**

**The Governing Body:**

The School's Governing Body will approve the Relationships & Sex Education Policy and hold the head teacher to account for its implementation.

**The Head teacher:**

The head teacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme.

**Staff:**

Staff are responsible for:

- Teaching in line with the school's Relationships Education Policy and the Church of England foundation of the school
- Delivering Relationships Education with sensitivity
- Modelling positive attitudes to Relationships Education
- Responding to the needs of all pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education must share concerns with the head teacher.

**Pupils:**

Pupils are expected to engage fully with Relationships Education and when discussing issues, treat each other with respect and sensitivity.

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