



Ribby With Wrea Endowed C.E.  
Primary School

## **Relationships Policy**

'You shall love your neighbour as yourself.' (Matt 22 v 39)

Dated: April 2013  
Reviewed: April 2015  
Updated: Feb 2020  
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## School Vision

We understand the uniqueness of all pupils and encourage them to fulfil their potential. God is at the heart of our loving, inclusive family. We want all who learn and work here and within our community to experience the joy and hope of 'Life in all its fullness' (John 10:10)

## School mission statement

To encourage all children to develop as confident lifelong learners. To be curious about the world around them and to achieve their full potential within our safe and caring Christian school family.

The greatest commandment Jesus taught was to love God and to love your neighbour.

Within this commandment is the foundation of the Christian view of relationships. At Ribby with Wrea Church of England School our Relationships and Sex Education (RSE) and Health Educations encourages us to live out this command and explore how we can 'love our neighbour' through what we say and do.

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

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

## Aims of RSE

Ribby with Wrea School alongside the parents and carers aim to:

- provide an environment for the development of a positive self-image
- enable children to understand the processes of growth and sexual development
- inform children in matters of personal hygiene and related health issues
- promote a positive attitude towards issues of love, sexuality and relationships
- encourage children to establish their own values system
- enable children to make informed choices and responsible decisions
- to prepare children for healthy relationships in an online world
- encourage children to be inclusive of all family types, celebrating equality and diversity

We believe our school curriculum should promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. It should develop their ability to relate to others and work for the common good.

## Statutory requirements

Ribby with Wrea complies with the requirements of the Equality Act and the Public Sector equality duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education 2019 (2025 updates).

## Equity and Diversity

We believe that equality should permeate all aspects of school life. Our Relationships curriculum is designed to be accessible to all pupils regardless of gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination. Our Relationships curriculum is constantly reviewed to celebrate diversity and assumes all cultural groups have contributed to our collective history.

Our Relationships curriculum recognises social action and the need to explicitly address injustice. The voices, ideas and perspectives of the pupils are part of the learning experience.

### The Headteacher

Is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme. They are responsible for managing requests to withdraw pupils from sex education and must withhold transparency before delivering certain sessions with pupils and ensuring all teaching materials are available upon request.

### Withdrawal

The statutory requirements of the Science Curriculum include aspects of Sex Education which are mandatory for all children.

#### KS1 - Life Processes

Humans and other animals

#### KS2 - Life Processes

Humans and other animals - growth and reproduction

Living things in their environment

Protection

Humans and other animals

Parents do have the right to withdraw their child from all or part of Sex Education. We always seek parent's permission for participation in our RSE programme and would always wish to discuss their reasons for withdrawal from the programme.

The parents and Governors are kept fully informed of all elements of our RSE programme and are always invited to view the resources which are used with their children.

### Definitions

Relationships education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex education is a programme of work that covers puberty, body changes, romantic relationships, sexual intercourse, conception and birth.

Health Education is a programme of work that covers puberty, physical health and fitness, healthy eating, mental well-being, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction, health and hygiene.  
The PSHE curriculum covers relationships, online safety, health and fitness.

We believe that parents are the prime educators and our aim is to facilitate discussions and information sharing in the home.

### Use of visitors

Where it is felt that a visitor would enhance the sex and relationships education, then this would be incorporated into a specific Year group planning.

The visitor would be contacted and given a clear and precise remit based upon the objectives within the Scheme of Work. (eg: Midwife, School Nurse)

This policy has been developed in consultation with staff, Governors, parents and pupils.

## Key Areas of Relationship Education

### Key Stage 1

Relationships **(Respectful and Online)**: Children will consider themselves as an individual, their interaction with peers and adults and will explore their feelings and emotions. They will extend their experiences to involve the wider community.

Safety: They will consider personal safety and how to deal with situations. They will begin to value their own and other's safety and **how to stay safe online.**

Family Life: They will explore different types of family and identify key members. They will look at life cycles of humans and discuss birth and marriage. They will identify, discuss and express emotions.

Growth and Development: They will recognize themselves as an individual, raise awareness of gender issues and explore stereotypes. They will understand their body, chart growth and discuss caring for their body.

### Key Stage 2

Relationships **(Respectful and Online)**: Children will have opportunities to explore emotions and feelings, to explore their responsibility to themselves, examine risk taking and consequences. They will also discuss body changes, attitudes to the opposite sex and celebrate the uniqueness of individuals.

Safety: They will consider personal safety, places of safety and basic safety skills. They will identify dangerous people / situations and ways in which they can deal with this. They will develop a responsibility for themselves and others.

Family Life : They will identify key family members, know different types of family, appreciate each others situation. They will understand and use life cycles and know about rituals of birth, marriage and death. They will discuss co operation and the impact of their behaviour on others.

Growth and Development : Children will have opportunities to raise their awareness of gender issues, they will explore how it feels to be male/female.

They will examine different rates of development, personal change, onset of puberty and sexual reproductions.

The Science Curriculum (statutory guidance) states that...

Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- explore and compare the differences between things that are living, dead, and things that have never been alive notice that animals, including humans, have offspring which grow into adults
- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- recognise that living things can be grouped in a variety of ways
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird □ describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age.
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Please read this in conjunction with our Equality Policy. Also our requirements for the use of AI in line with our Online Safety Policy.