

MEREWORTH COMMUNITY PRIMARY SCHOOL



Relationships Policy

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Person with responsibility	Amanda Lavelle Head Teacher
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Governing Body	FGB
Chair of Governors <i>Signature and Date</i>	
Head Teacher <i>Signature and Date</i>	

Introduction

This policy covers our approach to Relationships Education; a statutory component of the curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

The policy also details Sex Education covered in our school, as additional content to the Relationships Education and the Science curriculum.

We define Relationships Education as learning about the many strands of relationships and growing up, including family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

We define Sex Education as teaching children about how their bodies and emotions change as they grow and develop through puberty. We aim to prepare children for adolescence, where possible, before they experience these changes. This aspect of our curriculum complements the national curriculum for science.

Purpose and Principles

At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence, enabling them to cope with life and live safely and happily in the modern world.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- knowledge and understanding of a variety of relationships;
- the ability to identify and flag up any concerns they have about a relationship;
- the ability to talk about and cope with influences and pressures from their peers, media and other sources;
- specific knowledge about staying safe online;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience (including puberty);
- an understanding of the characteristics of positive relationships; and
- an understanding of how to respect themselves and others, building confidence, resilience, assertiveness and self-esteem.

Statutory Requirements

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationships Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Our Curriculum

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

Our Relationships Curriculum Map can be viewed on our school website.

Learning in Relationships Education lessons will link to learning in science, computing, RE and PSHE and citizenship.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning and assessment opportunities are built in to every unit.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings.

Delivering the Curriculum

Our Relationships lessons are taught within personal, social, health and economic (PSHE) education and are taught by the class teacher.

Biological aspects of RSE are taught within the science curriculum, other aspects are covered through Computing (online safety), and RE (aspects of faith and culture). Pupils will also receive education relating to changes in the body from birth to old age and puberty that do not fall within the science curriculum.

Relationships education aims to teach the fundamental building blocks and characteristics of healthy, positive relationships which include:

- Families and people that care for me
- Safe relationships – online and offline
- Dealing with and resisting pressure
- Being respectful
- Being sensitive to others, including similarities and differences

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the community through our Relationships curriculum.

Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Roles and Responsibilities

The Governing body will:

- Approve the policy and hold the head teacher to account for its implementation.

The school Governor Representative responsible for the Relationships Education Programme is:
Elizabeth Earl

The Head Teacher:

- Is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

The Relationships Education Programme will be led by: **Kathryn Delaney**

All staff members involved in teaching and supporting the Relationships Education curriculum will be trained and supported by: The Head Teacher and PSHE Lead

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Be aware of the individual needs of the children in their class
- Teach using a variety of methods and interactive activities

Assessment and Monitoring

Self-assessment is an important part of learning in Relationships Education. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

Parents and Carers

We recognise the importance of parents and carers being the primary role in their child's Relationships and Sex Education. We are committed to working closely with parents and carers and we do this by:

- parent/carer surveys
- workshops
- communication about when Relationships lessons will be taking place (e.g. talks about puberty)
- information leaflets
- links to other websites on school website
- open door policy

Parents and carers do not have the legal right to withdraw their child from statutory Relationships and Sex Education.

Parents and carers cannot request that their child is withdrawn from lesson content that covers objectives included in National Curriculum science.

Those considering requesting that their child is withdrawn from all or part of the Sex Education curriculum are asked to speak with their child's class teacher in the first instance, in order to find out more about this.

Safeguarding

Teachers are aware that effective Relationships Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his /her absence, their deputy.

Safeguarding lead: Amanda Lavelle

Safeguarding deputy: Kate Maryon

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Links to other Policies

Our Relationships Education Policy links to the following other school policies:

- Online Safety and Acceptable Use Policy
- Child protection and Safeguarding Policy
- PSHE Policy
- Anti-bullying Policy
- Equality Policy
- SEND Policy
- Health Policy

Link to the statutory guidance for Relationships Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Reviewing the Policy

This policy will be reviewed on an annual basis by: **Kathryn Delaney**

This will ensure that information is accurate and up-to-date and that the views of all stakeholders are heard and considered regularly.

See Appendix 1 for Statutory Coverage

Relationships Education: by the end of Primary School children should know:

Topic	Pupils should know
Families and people who care for me	<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.
Caring friendships	<ul style="list-style-type: none"> ❖ How important friendships are in making us feel happy and secure, and how people choose and make friends. ❖ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ❖ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ❖ 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. ❖ 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.
Respectful relationships	<ul style="list-style-type: none"> ❖ 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. ❖ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ❖ The conventions of courtesy and manners. ❖ The importance of self-respect and how this links to their own happiness. ❖ 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. ❖ 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. ❖ What a stereotype is, and how stereotypes can be unfair, negative or destructive. ❖ The importance of permission-seeking and giving in relationships with friends, peers and adults.

<p>Online relationships</p>	<ul style="list-style-type: none"> ❖ That people sometimes behave differently online, including by pretending to be someone they are not. ❖ 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. ❖ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ❖ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ❖ How information and data is shared and used online.
<p>Being safe</p>	<ul style="list-style-type: none"> ❖ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ❖ 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. ❖ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ❖ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ❖ How to recognise and report feelings of being unsafe or feeling bad about any adult. ❖ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ❖ How to report concerns or abuse, and the vocabulary and confidence needed to do so. ❖ Where to get advice e.g. Family, school and/or other sources.