



Let your light shine!

Relationships Education Policy

September 2020

Rationale and Ethos

1. School ethos / values statement

At Frieth CEC School our aim is to shine a light on individual success and open the doors to our future global citizens by developing potential without limitations within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, responsibility, resilience, honesty, kindness and creativity guide all that we do and we seek to develop these characteristics in all our pupils, preparing them to be reflective and responsible members of society.

Our Relationships Education will provide pupils with knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions.

Our PSHE vision is developing life skills which will enable pupils to manage change, make healthy and safe choices, build character and be resilient, and become reflective and responsible members of society.

At Frieth school we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

2. Aims of the Relationships policy

All state funded primary schools are required to teach Relationships Education and to have a Relationships Education policy by September 2020

The aim of this policy is to

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education

Legal Requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019)

To comply with the requirements to have an up to date Relationships policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education(June 2019)

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups . The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy

At Frieth school we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. (Please see Sex Education Policy)

3. Development of the policy

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils.

The PSHE lead pulled together all relevant information including relevant national and local guidance / guidance from Public Health PSHE lead

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – Parents views were established through parent reps.

Pupil consultation – possibly school council, review/ questionnaires regarding PSHE lessons and questions raised to shape further lessons

Ratification – this policy was shared and ratified with governors

This policy links to the PSHE policy, Sex Education Policy, Child Protection Policy, Anti-Bullying Policy, Equalities policy, the School Behaviour policy, Science policy, Teaching and Learning policy and the Curriculum policy.

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum .The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

4. Definition of Relationships Education

Statutory Relationships at Frieth school is taught through the PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance .(See appendix 1) Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults . It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family , in school and in wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access help when needed.

5. The Curriculum

Intent

Why teach Relationships Education?

Relationships Education will become statutory from September 2020. High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness , consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty , integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply on line, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go on line with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can cause them harm
- Recognise intimate physical relationships are for adults

Implementation

Relationships Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level. Further details can be found in appendix 1

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what, is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Outcomes for Relationships Education are defined by the DfE and cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- On line relationships
- Being safe*

*We teach the scientific names of body parts from Year 1 and introduce the following key words through the Christopher Winter resources:

Year R – friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Year 1 – friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Year 2 – similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Year 3 – stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, vulva, uterus, family, fostering, adoption, relationship.

Year 4 – puberty, life cycle, reproduction, physical, breast, sperm, egg, pubic hair, emotional, feelings.

Year 5 – puberty, physical changes, moods, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.

Year 6 – womb, sperm, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information.

NB Sex Education is taught as part of the PSHE curriculum in the context of Relationships Education but is not a mandated requirement. Please see the Sex Education Policy for further details.

What we use – We use PSHE Association programme of study as a basis for what we teach and the Christopher Winter RSE Education resource.

Who Class teachers teach this

When This forms part of the PSHE curriculum and is taught as part of the weekly lessons.

How delivery and content will be made accessible to all pupils including SEND

We are an inclusive school. As with all subject areas, delivery of PSHE is made to all pupils through Quality First Teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment that is sensitive to the individual learning, emotional, social or economic needs of pupils. Pupils who receive 1:1 support will have access to support during PSHE lessons where appropriate to their needs. Lesson plans will take account of the differing needs of pupils with SEND however, the school recognises that not all pupils with identified special educational needs require the same level of support in PSHE as they may do in other core subjects.

Where you can view curriculum information – please see appendix 2

Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Impact

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and visa versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help

6. Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DSL and share concerns with parents/carers according to the school's safeguarding procedures.

7. Roles and Responsibilities

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat other with respect.

8. Working with outside agencies and visiting speakers

Frieth CEC will only invite accredited outside agencies and visiting speakers to work with the children and the staff.

9. Monitoring, evaluation and training

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

10. Working with parents and carers (consulting, informing and supporting)

Consulting and working with parents to support pupils (including parent information evenings) and web page resources / leaflets

Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

11. Other policies linked to the Relationships policy

Safeguarding

Anti - Bullying Policy

PSHE Policy

Sex Education policy

Appendix 1 DfE descriptors

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

Appendix 2 PSHE curriculum overview

Frieth School PSHE: LONG-TERM OVERVIEW

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
KS1 Cycle A	Roles of different people; families; feeling cared for R1, R2, R3, R4, R5	Recognising privacy; staying safe; seeking permission R10, R13, R15, R16,R17	How behaviour affects others; being polite and respectful R21, R22	What rules are; caring for others' needs; looking after the environment L1, L2, L3	Using the internet and digital devices; communicating online L7, L2, L3	Strengths and interests; jobs in the community L7, L8	Keeping healthy; food and exercise, hygiene routines; sun safety H1, H2, H3, H5, H8, H9, H10	Recognising what makes them unique and special; feelings; managing when things go wrong H11, H12, H13, H14, H15, H21, H22, H23, H24	How rules and age restrictions help us; keeping safe online H28,H34
KS1 Cycle B	Making friends; feeling lonely and getting help R6, R7, R8, R9, R24	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour R11, R12, R14, R18, R19, R20	Recognising things in common and differences; playing and working cooperatively; sharing Opinions R23, R24, R25	Belonging to a group; roles and responsibilities; being the same and different in the Community L2, L4, L5, L6	The internet in everyday life; online content and information L8, L9	What money is; needs and wants; looking after money L10, L11, L12, L13, L15	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help H4, H6, H7, H16, H 17, H 18, H19, H20	Growing older; naming body parts; moving class or year H20, H25, H26, H27	Safety in different environments; risk and safety at home; emergencies H29, H30, H31, H32, H33, H35, H36, H37
Year 3	What makes a family; features of family life R1, R6, R7, R8, R9	Personal boundaries; safely responding to others; the impact of hurtful Behaviour R19, R22, R24, R30	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite R30, R31	The value of rules and laws; rights, freedoms and responsibilities L1. L2. L3	How the internet is used; assessing information online L11, L12	Different jobs and skills; job stereotypes; setting personal goals L25, L26, L27, L30	Health choices and habits; what affects feelings; expressing feelings H1, H2, H3, H4, H6, H7, H17, H18, H19	Personal strengths and achievements; managing and reframing setbacks H27, H28, H29	Risks and hazards; safety in the local environment and unfamiliar places H38, H39, H40

Appendix 3 – DFE guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf