

# Sunning Hill Primary School



## Relationships Education Policy

**May 2023**

***Linked Documents:*** PSHE Policy, Equality Duty Action Plan, Transgender Policy, Anti-Bullying Policy, Equality Act 2010.

***Previous review date(s):*** new policy June 2021 (working party from the governing body)

***Prepared by:*** Claire Whalley

***Review Date:*** May 2024

## POLICY

### Intent/rationale

Relationships Education is an essential part of the school curriculum. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. It will provide pupils with the knowledge; skills and understanding that they need to stay healthy and safe, develop respectful relationships and respect differences. The Relationships curriculum complements and supports the wider policies of PSHE, behaviour, inclusion, equality and diversity, bullying and safeguarding.

### Introduction

This policy is available on the school website and has been developed after consultation with staff, parent governors and governors. The school determines how to deliver the subject but statutory guidance offered by the Department for Education (DfE) is what the school follows.

It should be noted that from the academic year 2020-21 (extended to April 2021 due to the pandemic), under 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:

- It is compulsory for all primary schools to provide Relationships Education. Primary schools may also choose to provide sex education other than that covered by the science curriculum.
- It is compulsory for all schools including academies and free schools, but not independent schools, to provide Health Education. However, Personal, Social, Health and Economic education (PSHE) continues to be compulsory in independent schools

Health education is not covered within this policy as it is covered in PSHE and is therefore included in the PSHE policy.

It should be noted that parents/carers **cannot withdraw** their child from any part of Relationships Education nor the science curriculum as both are statutory and therefore participation is compulsory.\*

\* In Y6 pupils develop a basic understanding of how babies are conceived within the context of a stable, loving relationship. As this is a non-statutory element parents may choose to withdraw their child. However, we would ask that they view the resources and discuss the matter with school before choosing to do so.

### Aims

The main aim of Relationships Education at our school is to teach, in an age-appropriate way, the fundamental building blocks and characteristics of healthy relationships with friends, family and other people so that our pupils are able to contribute towards building an inclusive, tolerant society.

- We are mindful to make reasonable adjustments (e.g. simplify language, provide resources) to alleviate disadvantage or vulnerability of any of our pupils under the SEND (Special Educational Needs and Disability) code of practice or for those learning English as a new language when planning for relationships education lessons. Also, no learner will be discriminated against because of any 'protected characteristics' (age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation) under the relevant provisions of the Equality Act 2010.

### Governor Responsibilities

The governing board has approved this policy and will ensure that:

- This statutory policy is available on the school website

## POLICY

- Clear information will be provided for parents and carers, with regards to the agreed programme of study for Relationships Education via the website
- Pupils are not permitted to be withdrawn from Relationships Education lessons
- Relationships Education taught at our school, fulfils its legal obligations
- Relationships Education is adequately resourced, well led and effectively managed, providing high quality, carefully planned lessons from teachers or approved external partners who keep abreast of the latest developments in pedagogy and technology to support the subject.
- Relationships Education is delivered in a way that is accessible for all pupils with SEND or EAL (English as an Additional Language)
- Relationships Education is delivered by teachers and external partners with a sound knowledge and awareness of the relevant provisions of the Equality Act 2010.

### **PHSE & Relationships Subject Leadership Responsibilities**

The TLR (Teaching and Learning Responsibility) for Personal Development will:

- With the Head Teacher and Senior Leadership Team, agree who will deliver Relationships Education at the school, ensure that they are fully aware of the relevant provisions of the Equality Act 2010 and what resources may be used.
- Work closely with colleagues to ensure that the Relationships Education programme compliments, content already covered in national curriculum subjects e.g. science or elsewhere in the PSHE curriculum.

### **External Partners**

Our school may use external partners to enhance the quality of the provision e.g. NSPCC, Fort Alice. The subject lead for PSHE and senior staff will check in advance that the teaching delivered by visitors fits with the planned programme for teaching Relationships Education at our school and that they are fully aware of the relevant provisions of The Equality Act 2010 and the community we serve. Details of what will be covered by the external partner, any materials, a session plan and how the session will be delivered are all discussed in advance to ensure the content and delivery are age appropriate. The subject lead and senior staff will also discuss, before the session takes place, how to deal with aspects of confidentiality and reporting of any safeguarding issues which might arise.

### **Parents**

Parents and carers are made aware of what will be taught via the school website. The school encourages parents and carers with queries about the Relationships Education programme to approach school to discuss what will be taught and when. In line with Department for Education guidance the relevant provisions of the Equality Act 2010 will be explained to parents and carers with regards to this aspect of the curriculum. Resources used in the teaching of Relationships Education will be available for parents and carers to view on request. Prior to teaching about puberty and reproduction parents are invited into school to view the resources that will be used and ask any questions.

### **Relationships Education Topics**

The religious background of all pupils will be taken into account when planning and delivering, so that any sensitive topics, that must be taught in line with the published DfE (Department for Education) guidance, are appropriately handled. All stakeholders should be aware that teaching must reflect the law, with particular

## POLICY

reference to the Equality Act 2010. This is so that pupils clearly understand what the law allows and does not allow and the wider legal implications of decisions they may make to avoid discriminatory behaviour or comments.

### **Curriculum Content**

Relationships education is split up into 5 areas and the objectives outlined below are taken from the DFE statutory guidance. By the end of primary school, the objectives below will have been covered. For specific year group objectives please visit the PSHE & RSE subject overview page on the school website.

### **Families & People Who Care For Me**

Pupils will be taught:

- 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**

Pupils will be taught:

- 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**

Pupils will be taught:

- 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.

## POLICY

- 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.

### **Online Relationships** (this will also be taught as part of the computing curriculum)

Pupils will be taught:

- 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.

### **Being Safe**

Pupils will be taught:

- 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.

### **National Curriculum Links**

We recognise Relationships Education compliments other national curriculum subjects. When teaching the National Curriculum, we provide opportunities to draw links between the subjects and integrate teaching where appropriate.

### **Computing**

The national curriculum for computing aims to ensure that all learners can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. The specific link to Relationships Education is that it covers e-safety (digital citizenship), with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

### **Managing Difficult Questions**

Primary age children may at times ask their teachers or other adults questions which reach beyond what is set out for Relationships Education. Given the ease of access to the internet, those whose questions go unanswered

## POLICY

may turn to inappropriate and unreliable sources of information, which we would hope to avoid. Consequently, should this issue arise the child in question would be advised that their question will be addressed at another time and the parent/carer consulted before any further discussion takes place.

### **Monitoring & Evaluation**

Children, staff and parent/carer surveys are used to evaluate the effectiveness of the Relationships curriculum.

### **Reviewing**

The governors will review this policy annually and assess its implementation and effectiveness in the light of any changes to the national curriculum or to legislation. The views of staff, parents/carers and children will be taken into account whenever changes are introduced.