

Relationships Education Policy

Tanfield Lea Community Primary School



Opening Doors, Enriching Lives

Date: 13 January 2022

Next review date:

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition	3
5. Curriculum	3
6. Delivery of Relationship Education.....	3
7. Roles and responsibilities	4
8. Parents' right to withdraw	5
9. Training	5
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map	6
Appendix 2: By the end of primary school pupils should know	10
Appendix 3: Parent form: withdrawal from sex education within Relationship Education.....	14

1. Aims

The aims of relationships education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Respect others within their school and wider community
- Know that families, either in school or their wider world sometimes look different to their own
- Encourage children to ask for help for themselves or others if they feel vulnerable
- Educate children on how to access online content safely and respectfully

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationship Education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Tanfield Lea Community Primary School we teach Relationship Education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy by email and were welcome to ask questions.
4. Pupil consultation – we investigated pupil needs to inform the curriculum.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

All primary schools are required to teach Relationships Education as instructed in the statutory guidance (DfE , 2019)

The focus of Relationships Education in primary schools involves teaching the fundamental building blocks and characteristics of positive, respectful, caring, safe and online relationships. It is to help children understand and recognise the importance of friendships, family relationships and relationships with other children and with adults.

Relationships Education also teaches pupils the knowledge they need to recognise and report abuse, including emotional, online, physical and sexual.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

Relationships education is taught within the personal, social, health and economic (PSHE) education curriculum. There are aspects that are taught cross-curricular through computing, P.E, R.E and science.

In our school, the PSHE curriculum is a themed approach which ensures that all aspects of Relationships Education are covered by the end of primary and at a level appropriate to the children. Themes are revisited year on year to improve and extend prior learning.

All teaching will be accessible by all children and staff are aware that some children are more vulnerable to exploitation, bullying and other issues. Differentiation will take place where needed.

To ensure that children feel safe within their PSHE lessons the teacher will create 'Ground Rules'. For example, the right not to answer, use of language, non-judgemental and listen to others. These rules will be created at the beginning of each year with the class and their teacher. They can be added to throughout the year if needed.

Through the PSHE curriculum the importance of seeking support for themselves or others is referred to in all lessons.

The children's knowledge will be assessed by teachers through discussion and through appropriate activities.

Pupils in year 5 and 6 receive a standalone session from a trained professional on the changing adolescent body. Children will have the opportunity to take part in the 'In It Together Conference' in Y3 which celebrates diversity with another school. Children can also apply to become Anti-Bullying Champions in year 4 and to participate in a safety carousel in year 5 and 6. These extra opportunities are there to enhance PSHE and not to replace high quality teaching.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

For more information about our PSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

As outlined in Keeping Children Safe in Education 2021, the PSHE curriculum begins to address sexual harassment. Although sexual harassment, abuse and violence would not be directly covered with young children, the foundations for this learning should be introduced from Key Stage 1 — including, for example, learning about: asking, giving and not giving permission; what makes a good friend; boundaries and privacy; and body parts that are private. This understanding will support primary pupils' current safety while preparing them for specific learning about sexual violence and sexual harassment at the secondary phase. (PSHE Association, 2022).

7. Roles and responsibilities

7.1 The Governing Body

The governing body will approve the Relationships policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of PSHE and Relationships Education (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering PSHE and Relationships Education in a sensitive way
- › Modelling positive attitudes
- › Monitoring progress

- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory components of PSHE

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching Relationships Education or PSHE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Through the new PSHE curriculum there are currently no plans to teach Sex education, however if circumstances dictated the need to teach it then parents would be consulted and they would have the right to withdraw.

Parents have the right to withdraw their children from the non-statutory components of sex education within PSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

There are plans in place for staff to be trained on the delivery of the Relationships Education within PSHE and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSHE

10. Monitoring arrangements

The delivery of PSHE is monitored by Mrs C Marley (teacher) and Mr P Jagger (parent governor) through: Learning walks, discussion with children and looking at evidence in the floor books.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs C Marley annually. At every review, the policy will be approved by the headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

The curriculum is set out in cycles to ensure that the curriculum is embedded throughout the school. Below is an overview of what children will cover in a two year cycle.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2	Autumn 1 Families, Friendships and safe relationships.	Roles of different people; families; feeling cared for. Recognising privacy; staying safe; seeking permission. Making friends; feeling lonely and getting help Managing secrets; resisting pressure and getting help. Recognising hurtful behavior.	
	Autumn 2 Respecting ourselves and others.	How behaviour affects others; being polite and respectful. Recognising things in common and differences; playing and working cooperatively; sharing opinions.	
	Spring 1 Keeping safe online. Digital literacy.	Using the internet and digital devices; communicating online. The internet in everyday life; online content and information	
	Spring 2 Belonging to a community.	What rules are; caring for others' needs; looking after the environment Belonging to a group; roles and responsibilities; being the same and different in the community	
	Summer 1 Physical wellbeing and keeping safe.	Keeping healthy; food and exercise, hygiene routines; sun safety. Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2 Growing changing and keeping safe.	Recognising what makes them unique and special; feelings; managing when things go wrong How rules and age restrictions help us; keeping safe online. Safety in different environments; risk and safety at home; emergencies Growing older; naming body parts; moving class or year.	
Year 3 and 4	Autumn 1 Families, Friendships and safe relationships.	What makes a family; features of family life Personal boundaries; safely responding to others; the impact of hurtful behaviour. Positive friendships, including online Responding to hurtful behaviour; managing confidentiality; recognising risks online	
	Autumn 2 Respecting ourselves and others.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite Different jobs and skills; job stereotypes; setting personal goals. Respecting differences and similarities; discussing difference sensitively Making decisions about money; using and keeping money safe	
	Spring 1 Keeping safe online. Digital literacy.	How the internet is used; assessing information online. How data is shared and used	
	Spring 2 Belonging to a community.	The value of rules and laws; rights, freedoms and responsibilities. What makes a community; shared responsibilities.	
	Summer 1 Physical wellbeing and keeping safe.	Health choices and habits; what affects feelings; expressing feelings. Maintaining a balanced lifestyle; oral hygiene and dental care How to keep healthy mentally through a healthy lifestyle.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2 Growing changing and keeping safe.	Personal strengths and achievements; managing and reframing setbacks Risks and hazards; safety in the local environment and unfamiliar places. Physical and emotional changes as you grow older; personal hygiene routines; support with growing and changing. Medicines and household products; drugs common to everyday life.	
Year 5 and 6	Autumn 1 Families, Friendships and safe relationships.	Managing friendships and peer influence. Physical contact and feeling safe. Attraction to others; romantic relationships; civil partnership and marriage Recognising and managing pressure; consent in different situations.	
	Autumn 2 Respecting ourselves and others.	Responding respectfully to a wide range of people; recognising prejudice and discrimination Identifying job interests and aspirations; what influences career choices; workplace stereotypes. Expressing opinions and respecting other points of view, including discussing topical issues Influences and attitudes to money; money and financial risks. How money can affect your mental health.	
	Spring 1 Keeping safe online. Digital literacy.	How information online is targeted; different media types, their role and impact. Evaluating media sources; sharing things online.	
	Spring 2 Belonging to a community.	Protecting the environment; compassion towards others. Valuing diversity; challenging discrimination and stereotypes	
	Summer 1 Physical wellbeing and keeping safe.	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>Summer 2 Growing changing and keeping safe.</p>	<p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>Keeping safe in different situations, including responding in emergencies,</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media. Managing transition and change.</p> <p>Changes to your body as you grow older.</p>	

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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

TOPIC	PUPILS SHOULD KNOW
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
Online relationships	<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
Being safe	<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

Appendix 3: Parent form: withdrawal from non-statutory sex education within PSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	