



Relationships Education Policy (from 2020)

Governor Review Date	February 2022
Review Frequency	Annual
Date for Next Review	February 2023
Head Teacher Approval	February 2022
Governor Approval	

Contents

1. Aims	3
2. Statutory requirements.....	3
3. Policy development	3
4. Definition	3
5. Curriculum	4
6. Delivery of relationships education.....	4
7. Roles and responsibilities	5
8. Parents	6
9. Monitoring arrangements.....	6
Appendix 1: Curriculum map	7
Appendix 2: By the end of primary school pupils should know.....	12

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 give them an understanding of growth and development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the primary science curriculum.

In teaching relationships education, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Caedmon Primary School we teach relationships education as set out in this policy.

We have based our school's Relationships Education Policy on the DfE guidance *'Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'* (published in June 2019 and updated in July 2020).

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 attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

Relationships education involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Our Curriculum uses many elements of the 'You, Me, PSHE' PSHE scheme (Islington Council) – however, this has been adapted to the needs of the pupils in our school and our own school values. Any elements of the 'You, Me, PSHE' scheme relating to sex education have been removed from our curriculum. We only teach 'relationships education'. Our relationships education curriculum is taught mainly through PSHE, and where elements link to our science, RE, computing and PE curriculum, our PSHE lessons compliment rather than duplicate the content.

We have developed the curriculum in consultation with parents and staff. 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.

6. Delivery of Relationships Education

Relationships education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects linked to relationships education are taught within the science curriculum, and other aspects are included in religious education (RE), physical education (P.E) and Computing curriculum. Year 6 pupils receive stand-alone puberty sessions delivered by a trained health professional (school nurse).

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

We teach relationships education as part of our PSHE curriculum, through four Key Concepts:

- Physical Health and Wellbeing
- Mental Health and Wellbeing
- Keeping Safe and Managing Risk
- Identify, Society and Equality

Since relationships education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but

through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Relationships education is accessible to all pupils, including those with SEND.

For more information about our relationships 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the Relationships Education Policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our relationships education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training or support, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher and PSHE leader liaise with external agencies regarding the school relationships education programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

7.3 Staff

Staff are responsible for:

- Delivering relationships education in a sensitive way
- Modelling positive attitudes to relationships education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching relationships education are encouraged to discuss this with the headteacher.

All teachers at Caedmon Primary School, and Higher Level Teaching Assistants, are required to teach relationships education according to our curriculum.

7.4 Pupils

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

8. Parents

Parents do not have the right to withdraw their children from relationships education. (Parents would have the right to withdraw their children from sex education lessons, however, we do not teach sex education at Caedmon Primary School.)

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's Relationships Education Policy and practice;
- answer any questions that parents may have about the relationships education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school;
- encourage parents to be involved in reviewing the school policy;

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about relationships education.

9. Monitoring arrangements

The delivery of relationships education is monitored by Miss Collis (PSHE Lead) through: planning scrutinies, learning walks, book scrutinies, pupil interviews and through discussions/checks with other subject leaders.

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

This policy will be reviewed by the Headteacher annually.

At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map

Caedmon Primary School PSHE OVERVIEW Topics			
<u>EYFS</u>		<u>KS1</u>	
Nursery	Reception	Year 1	Year 2
<p>Self-Regulation- solve problems, follow a 2 step instruction, be kind and helpful, express feelings, share own interests with others.</p> <p>Managing Self- learns how to keep ourselves clean (brush teeth and hair), understands exercise is good for us, understands some food are better for us then others, follows classroom rules, can manage some own risk (can climb two blocks outside), realises that each and every one of us is a unique and special person.</p>	<p>Self-Regulation- Understands their own feelings and can recognise how others feel, can solve conflicts with others, can wait for what they want,</p> <p>Managing Self- Can dress self, can attend to own toileting needs, can name some foods that are healthy and unhealthy, are confident to try to things, will show resilience and perseverance when faced with a challenge, knows why we have rules and can explain what is right and wrong , appreciates the similarities and differences between boys and girls, including the correct names of body parts.</p>	<p>Physical Health and Wellbeing – healthy foods, staying active, human life cycle, people that help us to be healthy, germs,</p> <p>Mental Health and Wellbeing – positive and negative emotions and feelings - & different situations, sharing feelings, negative thoughts, positive attitude, loss or change</p> <p>Keeping Safe and Managing Risk – what to do if in danger, appropriate touching, sun safety, keeping safe in the house, people who help us, road safety, online safety and stranger danger</p> <p>Drugs, Alcohol and Tobacco –</p>	<p>Physical Health and Wellbeing – healthy and unhealthy food, importance of sleep, exercise & rest, human life cycle</p> <p>Mental Health and Wellbeing - healthy mind aswell as body, loneliness, exercise & the benefits to mental health, caring for yourself, bacteria and hygiene, good things about themselves, right and wrong, managing feelings, loss</p> <p>Keeping Safe and Managing Risk – ways to keep safe, sun protection, emergencies in the home, people who help us in the community, rules in the community, online and social media age restrictions, secrets</p>

<p>Building Relationships- can share and take turns, builds good relationships with adults and peers, can play with one or more friends, has confidence to talk to others about their home and community, understands and accepts similarities and differences between people.</p>	<p>Building Relationships- and work and play with others, can take turns, has good relationships with adults and peers, can express their feelings and consider the feelings of others, recognises what a friend is and things that friends share.</p>	<p>what medicine does, taking medicine safely, harmful substances – what should not be put onto or into our bodies</p> <p>Identity, Society and Equality – what makes us special, boys and girls can like the same things, how they are different to others, family members and their responsibility, helpful and unhelpful behaviour, moving house, good manners</p> <p>Relationships – friends, a good friend, who to ask for help with friendships, what makes us happy, people we care about, families care for each other, what is a relationship?</p> <p>Careers and Financial Capability and Economic Wellbeing – explain what borrowing is, ways people earn money, saving money, different jobs</p>	<p>Drugs, Alcohol and Tobacco – examples of medicine and uses, following instructions for medicines, allergies, harmful drugs, influences on our peers, harmful substances in the home, what we should and should not put on our bodies</p> <p>Identity, Society and Equality – similarities and differences between themselves and others, everyone equal, basic physical differences between boys and girls, responsibilities in the classroom, behaviour can affect others, community groups, what makes a house a home, moving house, being polite and respectful</p> <p>Relationships – how they are cared for, know how to make friends, solving friendship arguments, what to do if feeling unsafe, ways they can care for others, family is special, identify different relationships</p> <p>Careers and Financial Capability and Economic Wellbeing –</p>
--	--	--	--

			borrowing and returning what is borrowed, sometimes people have to make choices when money is limited, safe places to store money, jobs and working hours
KS2			
Year 3	Year 4	Year 5	Year 6
<p>Physical Health and Wellbeing – healthy plate, exercise and mental health, media influence on buying/branding, body changes from birth to old age, more advanced hygiene</p> <p>Mental Health and Wellbeing – explain what mental health is, stress, signs of suffering, links between physical and mental health, self-respect, screen time, positivity – trying new things, what is a setback? Dealing with loss and change.</p> <p>Keeping Safe and Managing Risk – bullying & what to do, sun safety, safety at home/emergency services, road safety, telling people where you are going, online safety and laws</p>	<p>Physical Health and Wellbeing – balanced diet, active lifestyles, media influence on food, human life cycle</p> <p>Mental Health and Wellbeing – emotions and supporting wellbeing inc dealing with loss, bullying, self-respect, importance of sleep, positivity</p> <p>Keeping Safe and Managing Risk – different types of bullying, appropriate touching, sun safety, fire safety, safety in society/keeping safe , online safety</p> <p>Drugs, Alcohol and Tobacco – age restrictions on medicine & side effects, vaccinations, name drugs in everyday life, benefits of</p>	<p>Physical Health and Wellbeing – exercise, healthy eating, media perceptions</p> <p>Mental Health and Wellbeing – common issues, mental health organisations, self-esteem, feeling unsafe and organisations who help us, online safety</p> <p>Keeping Safe and Managing Risk – bullying, risks of running away, sun safety</p> <p>Drugs, Alcohol and Tobacco - safety with medicines, vaccinations, drugs, smoking, alcohol and associated risks, media images/alcohol</p> <p>Identity, Society and Equality –</p>	<p>Physical Health and Wellbeing – What keeps me healthy? – including media perceptions</p> <p>Mental Health and Wellbeing – strategies for maintaining good mental health</p> <p>Keeping Safe and Managing Risk – Indoors and Outdoors – risky behaviour, consequences, online safety; First Aid</p> <p>Drugs, Alcohol and Tobacco – Medicines and Me (safety); Addiction,</p> <p>Identity, Society and Equality – Gender Stereotypes and Discrimination, Authority</p>

<p>Drugs, Alcohol and Tobacco – positives of medicine, alternatives to medicine, following instructions for medicine, vaccinations. What is a drug?, effects of smoking on the body, peer pressure, benefits of not taking drugs, risks of smoking, drugs and alcohol, keeping safe at home</p> <p>Identity, Society and Equality – factors that make people similar or different, empathise with those treated differently, how people influence our views on gender, ways to be responsible, community groups, homelessness, moving house and the challenges, good manners. What does the Council do?</p> <p>Relationships – showing that you care, know when someone needs a friend, how arguments start, what to do if you are worried/feel unsafe, different people have different needs, healthy family life, ups and downs of family life</p>	<p>being smoke and drug free, peer pressure, how alcohol affects the body,</p> <p>Identity, Society and Equality – definitions of stereotype and discrimination, cultures and gender views, laws that protect the environment, group work, democratic society, good manners, support for the homeless</p> <p>Relationships – valuing friendships, are friends making us happy or unhappy, solving arguments, feeling safe, dealing with feelings, different types of families, marriage</p> <p>Careers and Financial Capability and Economic Wellbeing – risks of borrowing money, marketing/persuasion, difference between needing and wanting, skills for different jobs, education and importance for job opportunities</p>	<p>stereotypes, discriminatory language, human rights organisations, respect</p> <p>Relationships education – changing friendships and resolving arguments, where to go if you feel unsafe, loving relationships, parenting, different families.</p> <p>Also: puberty and personal care introduction, menstruation for girls (Parental consent will be sought).</p> <p>Careers and Financial Capability and Economic Wellbeing – debt and help, careers education</p>	<p>Relationships education –Family relationships, resolving ups and downs in friendships</p> <p>Also: boys and girl’s puberty talks. (Parental consent will be sought).</p> <p>Careers and Financial Capability and Economic Wellbeing – Saving, debt; Careers Education</p>
--	--	---	--

<p>Careers and Financial Capability and Economic Wellbeing – why someone may need to borrow money, living on a budget, keeping track of money, jobs both men and women can do, how background might influence career choice</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

