



Relationship Education Policy

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| Approved by: | SPCPS Governing Body | Date: 20.5.21 |
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| Last reviewed on: | 20.5.21 |
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| Next review due by: | Summer term 2024 |
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At Seymour Park Community Primary School, we have always welcomed the requirement to teach Relationship Education because it is appropriate, important and relevant for our children.

This policy explains our approach to teaching Relationship Education through our Personal, Social, Health and Economic (PSHE) curriculum.

What are the aims of Relationship Education?

The aims of relationship education at Seymour Park Community Primary School are for our children:

- to learn how to be safe and healthy (including mental health and wellbeing);
- to have positive, respectful relationships (focusing on family and friends);
- to learn online safety for themselves and with others.

Relationship Education is guided by our school values of respect, care and growth, along with our commitment to children's rights as a UNICEF Rights Respecting School.

What is Relationship Education?

Relationship 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

What are the statutory requirements of Relationship Education?

From September 2020, relationships education is statutory in primary schools. This means all children will take part in these lessons, just like the rest of our curriculum.

Sex education is not statutory for primary schools, however, we must teach the elements of sex education contained in the science curriculum. In Year 2, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty, including periods. At our school, we do not teach pupils sex education beyond what is required of the science curriculum

What will children learn in Relationship Education?

The Department for Education (DfE) has set out the following statutory content on what children must learn by the end of Year 6:

| 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 |
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| 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 |

How will Relationship Education be taught?

At Seymour Park Community Primary School, all of the Relationship Education content is taught within our Personal, Social, Health and Economic (PSHE) Curriculum. We follow the PSHE Association Curriculum, which is recommended by the Department for Education. It is a spiral curriculum which embeds, revisits and deepens learning across three core themes:

- health & wellbeing;
- relationships;
- living in the wider world.

Our PSHE curriculum includes all aspects of Relationship Education.

Lessons will be delivered by school staff with occasional input from guest speakers, such as the school nurse or local police. Lessons will be delivered in a dynamic and engaging way using a range of strategies in an environment which is open and accessible for all. Learning will be recorded in 'floor-books'. High quality inclusive strategies, which are differentiated and personalised, will ensure accessibility for all children's needs. This includes children with special educational needs (SEND). It may be appropriate to offer additional small group sessions for pupils with SEND.

Children will sometimes ask questions that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions sensitively and in an age-appropriate way.

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

Within the Science curriculum, Year 5 children also receive stand-alone education sessions delivered by a trained health professional (such as the school nurse) focusing on puberty and growing up.

Cross Curricular Links

Relationships Education is evident in many other areas of the curriculum, such as our curriculum threads of children's rights and 21st Century learning. Some of the other cross curricular links are identified below:

English: skills in enquiry and communication; stories that illustrate aspects of personal and social development; decision making;

Science: growing up; health; safety and the environment;

Design & Technology: health and safety;

Computing: internet safety; communicating with others; finding information on the internet and checking its relevance; Geography: topical issues concerning environment;

P.E: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; looking after our bodies and physical wellbeing.

Assemblies: we have a detailed programme of assemblies which reinforce the key aims of Relationship Education alongside developing spiritual, moral, social and cultural education.

Roles and Responsibilities

The Board of Governors

The governing board will hold the headteacher to account for the implementation of this policy.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school following the agreed curriculum and policy.

Staff

Teaching staff are responsible for:

- Delivering Relationship Education following the PSHE curriculum for their year group
- Monitoring progress
- Responding to the needs of individual children
- Modelling positive attitudes

Teaching staff do not have the right to opt out of teaching Relationship Education. Those who have concerns about teaching Relationship Education are encouraged to discuss this with the headteacher.

All teachers from Nursery to Year 6 will be responsible for teaching RSE.

Children

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

How has the school developed this policy?

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

1. Review – a working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were invited to share their views.
3. Parent/stakeholder consultation – parents and any interested parties (including faith and community leaders) were invited to share their views.
4. Pupil consultation – we spoke with children about what they would like to learn.
5. Approval by school governors – once any amendments are made, the policy was shared with governors and ratified.

How will this policy be monitored?

The delivery of Relationship Education is monitored by school leaders through: planning checks, floor book-looks (learning outcome), pupil voice and learning walks.

Children's development (progress) in Relationship Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by regularly as part of the policy timetable review schedule.

Appendix 1: PSHE curriculum map

Personal, Social and Emotional Development (PSED) Area of Learning & Development – this is ongoing throughout the year in Early Years Foundation Stage (EYFS)

| | Self Regulation | Managing Self | Building Relationships |
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| Nur | Children will learn how to understand their own feelings and those of others. Children will be supported to manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want, and direct their attention as necessary. | Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. | Through supported interaction with other children, they will learn how to make good friendships, co-operate with others and to resolve conflicts peaceably. |
| Rec | To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. To give focused attention to what the teacher says, responding appropriately and show an ability to follow instructions involving several ideas or actions. | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, and understanding the importance of healthy food choices. | To work and play cooperatively and take turns with others. To form positive attachments to adults and friendships with peers. They will show sensitivity to their own and to others' needs. To learn about the similarities between their families and others. |

| | Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | |
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| | 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 |
| Year 1 | Roles of different people; families; feeling cared for | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful | What rules are; caring for others' needs; looking after the environment | Using the internet and digital devices; communicating online | Strengths and interests; jobs in the community | Keeping healthy; food and exercise, hygiene routines; sun safety | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online |
| Year 2 | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure | Recognising things in common and differences; | Belonging to a group; roles and responsibilities; being the same | The internet in everyday life; online content and | What money is; needs and wants; | Why sleep is important; medicines and keeping | Growing older; moving class or year | Safety in different environments; risk |

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| | | and getting help; recognising hurtful behaviour | playing and working cooperatively; sharing opinions | and different in the community | information | looking after money | healthy; keeping teeth healthy; managing feelings and asking for help | | and safety at home; emergencies |
| Year 3 | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information online | Different jobs and skills; job stereotypes; setting personal goals | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and reframing setbacks | Risks and hazards; safety in the local environment and unfamiliar places |
| Year 4 | Positive friendships, including online | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe | Maintaining a balanced lifestyle; oral hygiene and dental care | Personal identity; recognising individuality and different qualities; mental wellbeing | Medicines and household products; drugs common to everyday life |
| Year 5 | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognizing prejudice and discrimination | Protecting the environment; compassion towards others | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (School | Keeping safe in different situations, including responding in emergencies, first aid |

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| | | | | | | | | Nurse) | |
| Year 6 | Attraction to others; romantic relationships; civil partnership and marriage | managing pressure; consent in different situations | Expressing opinions and respecting other points of view, including discussing topical issues | Valuing diversity; challenging discrimination and stereotypes | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial risks | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Increasing independence; managing transition | Keeping personal information safe; regulations and choices; |