

Roseberry Primary School

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Relationships Education Policy

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Review Date:	September 2024
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Health and Relationships Education (HRE)

At Roseberry, the Government's Statutory Guidance on Relationships Education, Relationships and Sex education (RSE) and Health Education has been used when developing our Health and Relationships Education which comprises of two separate progressive frameworks:

- **Relationships Education**
 - **Health and Wellbeing Education**
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Relationships Education

What is Relationships Education?

The Government's definition is this: "It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching." (Department for Education and Employment, SRE Guidance, 2000)

Currently, PSHE (Personal, Social, Health Education) remains a non-statutory subject, and section 2.5 of the National Curriculum framework document states that: 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

However, from September 2020, Relationships Education will become statutory in Primary schools in England.

Why is Relationships Education Needed?

Today, more than ever before, children are exposed to representations of sex and sexuality through the media/social media and the social culture around them so it is important that they receive a balanced view of relationships in order to help them to be perceptive and to stay safe.

What are the aims of Relationships Education?

There are four main aims for teaching Relationships Education:

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

Teaching about safety and relationships contributes to the safeguarding of pupils: it helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations.

What will be taught as part of the Relationships Education?

As the government guidance for primary schools stipulates, “The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.”

The table that follows highlights the objectives that will be taught as part of the statutory Relationships Education across six themes: Families and people who care for me, caring friendships, respectful relationships, online relationships, being safe and the changing adolescent body.

<p>Families and People Who Care for Me</p> <ul style="list-style-type: none"> • know that families are important for children growing up because they give love, security and stability • learn 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 other’s lives • learn that others’ families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that children’s families are also characterised by love and care • learn 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 • learn that marriage (marriage and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring Friendships</p> <ul style="list-style-type: none"> • learn how important friendships are in making us feel happy and secure, and how people choose to make friends • learn about the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • learn that healthy friendships are positive and welcoming towards others, and do not make us feel lonely or excluded • recognise 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 • learn 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
<p>Respectful Relationships</p> <ul style="list-style-type: none"> • learn the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or background), or make different choices or have different preferences or beliefs • learn the practical steps they can take in a range of different contexts to improve or support respectful relationships

<ul style="list-style-type: none"> • learn the conventions of courtesy and manners • learn the importance of self-respect and how this links to their own happiness • learn that in school and the wider society they can expect to be treated with respect by others, including those in positions of authority • learn 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 • learn what a stereotype is and how stereotypes can be unfair, negative or destructive • understand the importance of permission-seeking and giving in relationships with friends, peers and adults
<p>Online Relationships</p> <ul style="list-style-type: none"> • learn that people sometimes behave differently online, including by pretending to be someone they are not • learn 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 • understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • recognise how to critically consider their online friendships and sources of information including awareness of the risks associates with people they have never met • learn how information and data is shared and used online
<p>Being Safe</p> <ul style="list-style-type: none"> • learn what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) • learn about the concept of privacy and the implications of it for both children and adults including that is not always right to keep secrets if they relate to being safe • learn that each person’s body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact • learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • learn how to recognise and report feelings of being unsafe or feeling bad about any adult • learn how to ask for advice or help for themselves or others and to keep trying until they are heard • learn how to report concerns or abuse and the vocabulary and confidence needed to do so • learn where to get advice from e.g. family, school and/or other sources
<p>The Changing Adolescent Body (Year 5 and 6)</p> <ul style="list-style-type: none"> • Learn the key facts about puberty and the changing adolescent body, particularly from age 9 through to 11 including physical and emotional changes • Learn about menstrual wellbeing including the key facts about the menstrual cycle

In addition to the above, as part of the Statutory National Curriculum Science Programme of Study, pupils will be taught the following:

In Key Stage 1	In Key Stage 2
<ul style="list-style-type: none"> • Pupils will be taught to notice that animals, including humans, have offspring which grow into adults. • Pupils will be taught that animals including humans, move, feed, grow, use their senses and reproduce. 	<ul style="list-style-type: none"> • Pupils will be taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Pupils will be taught to describe the life process of reproduction in some plants and animals • Pupils will be taught to describe the change as humans develop to old age

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| | <ul style="list-style-type: none">• Pupils will recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents |
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Please note: parents do not have the right to withdraw their child/children from the Science Programme of Study content.

What will be Taught as Part of the Relationships Education?

Ultimately, schools are required to teach elements of puberty and basic anatomy, which is often led with discussions around plant and animal reproduction in science classes. In addition, teachers will determine whether they need to cover any additional content on sex education to meet the needs of their pupils, although it is not a requirement to do so. If a teacher considers it necessary to teach elements of sex education in order to safeguard or meet the specific needs of their pupils, then permission will be sought from the head teacher and consent will be asked from parents/carers before doing so.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers may choose to facilitate the use of an anonymous question box as a distancing technique and will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Please note: at no point will a child be taught something that is inappropriate; if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

How will Relationships Education be Taught?

At Roseberry, we believe that every child is entitled to receive these aspects of Relationships Education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs and home background.

It is our intention all children have the opportunity to experience a programme of Relationships Education at a level that is appropriate for their age and physical development with differentiated provision if required.

Each year group will be taught appropriate to their age and developmental stage. All lessons will be taught using simple, child-friendly language and pictures, which help children understand changes more effectively.

How will Child Protection / Confidentiality be Managed?

Teachers are aware that effective relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue, and if this happens, the staff member will follow Roseberry's Safeguarding and Child Protection procedures by:

- informing the Head Teacher /Designated Safeguarding Lead of the disclosure
- not promising confidentiality if concerns about a child exist.

Use of Visitors

Where appropriate, visitors such as the school nurse may be involved in the delivery of relationships education, particularly in Year 5 and Year 6. Parents will be informed of these sessions.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationships education.

Monitoring and Evaluation

Relationships education is monitored and evaluated by the Headteacher, a named governor and members of the Senior Leadership Team, as part of the school's development plan. As a result of this review process, changes will be made to the relationships education programmes as appropriate.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

Can parents withdraw their children from the Relationships Education?

Currently, parents/carers have the legal right to withdraw their children from the Relationships Education included in the PSHE curriculum (as that is a non-statutory subject) but they are not permitted to withdraw their child from the National Curriculum Science Programme of Study, as Science is a statutory subject.

Parents considering withdrawing their child from Relationships Education lessons will be asked to consider the following:

- All the other children in your child's class will have been taught this information and may well talk to your child about it, perhaps in the playground and potentially mislead them or confuse them as a result. It may prove far better to allow experienced and sensitive teaching staff to teach your child in a progressive, developmental way that is grounded in research.
- They will be learning about reproduction in Science lessons. The Relationships Education will echo this and will concentrate on teaching children how to enjoy healthy, appropriate relationships, improve self-esteem and self-confidence, and make healthy, informed choices. When viewed this way, it is hoped that Relationships Education won't be seen as contentious or a cause for concern, but rather as helpful.
- Attend an information session at school to fully understand the rationale behind and the content of this work.
- Talk to your child's teacher or the head teacher: often, when parents and carers find out what is in the Relationships Curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning.

Relationships Education should be a partnership between the school and the parents/carers, working for every child's safety and benefit.

Relationships Education: Guidance for Parents

How can I talk to my child about relationships, puberty and human reproduction?

What children learn at school is part of the puzzle, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with your child, while for others it can seem awkward and difficult. Either way, it is important to remember these key points:

- We all want children to feel safe and to be happy and healthy
- We need to consider their needs
- We need to normalise talking about relationships, puberty and human reproduction so taboos don't need to exist
- We might need to challenge our own ways of thinking
- We have choices: we can avoid it or we can communicate openly and honestly with children – they need us!

Here are some tips for talking to your child:

- Be honest: if you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually, a child just wants (and needs) a very simple, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"

- Keep lines of communication open: having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology: it helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.
- Respond to what children say they need: bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us time and time again that children want and need Relationships Education that is age-and stage-appropriate, that teaches them about relationships and emotions, and that is returned to consistently throughout their education. We may feel that they know too much, when actually ignorance is the enemy of innocence: we believe effective Relationships Education ensures children are safer and empowers them to make their own healthy choices.
- Answer questions and don't be afraid to say: 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as: 'That's a good question, and let's talk about it once we get home' (then make sure you do!).
- Always respond: if you don't, she or he may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you raise the subject.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Listen rather than judge. Try asking them what they think.
- Work in partnership with the school.