

Relationships education policy



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Policy Originator:	The Key. Approved by Forbes Solicitors
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1. Aims

The aims of relationships education (RE) at St Peter's Church of England Infant School are to:

- › Provide a framework in which sensitive discussions can take place
- › 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 as taught in the Early Years and Key stage 1 science curriculum.

To be an outstanding school, building a 'Learning for Life' foundation, by nurturing and educating the whole child, whatever their faith or background.

We will prepare our children intellectually, emotionally, and spiritually for the future, enabling them to flourish with the confidence and self-belief to achieve their full potential

Our school is built upon our four core values which are founded in our Christian ethos and reflect who we are as a community. These four pillars lie at the heart of all that we do and underpin our work and how we go about achieving our vision.

Our four core values are:

Respect – Resolve – Aspiration – Well-being

"In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives.

For Church schools RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about spirituality and moral aspects of relationships within a context of a Christian vision for the purpose of life"

Church of England Education Office response to a call for evidence on RSE curriculum.

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 statutory science curriculum.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At St Peter's C of E Infant School, we teach Relationships Education as set out in this policy.

3. Policy development

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

- Review – a member of staff pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to look at the policy
- 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.

Relationships education is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1.

We have developed the curriculum in consultation with parents, governors, pupils and staff, taking into account the age, needs and feelings of our 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.

Primary sex education is not compulsory in primary schools, and St Peter's Infant school will only cover that which is required within the Science National Curriculum for Key Stage One.

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

6. Delivery of Relationships Education

Relationships education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationships education are taught within the science curriculum, and other aspects are included in religious education (RE). Further areas may be taught through PE and DT such as healthy eating and healthy lifestyles.

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

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).

We teach relationships education to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children and especially those with special educational needs and disabilities, recognising that pupils with special educational needs and disabilities (SEND) may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

When teaching relationships education teachers will also take into account any targets set in pupils IEPs (individual education plans), some of which may be directly related to PSHE and relationships education. Resources may be differentiated as appropriate in order for children to fully access the content of relationships education. These are all age appropriate and adapted to the maturity of our children, For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively, and use their talents for the good of the class or the wider community.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

St Peter's School remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- o Are age-appropriate
- o Are in line with pupils' developmental stage
- o Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - o What they're going to say
 - o Their position on the issues to be discussed

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- o Work with external agencies that take or promote extreme political positions
- o Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the Relationships Education policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that Relationships education is taught consistently across the school.

8.3 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 RE are encouraged to discuss this with the Headteacher.

Class teachers will teach Relationships Education to their own class in year groups.

8.4 Pupils

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

9. Parents' right to withdraw

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

10. Training

Staff are trained on the delivery of Relationships Education as part of their induction 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 health professionals, to provide support and training to staff teaching Relationships Education.

11. Monitoring arrangements

The delivery of RSE (Relationships Education) is monitored by the Headteacher through:

Observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Assessment of pupil learning objectives/outcomes

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 and governors every two years. At every review, the policy will be approved by the governing board.

See also:

Behaviour Management policy

EYFS and National Curricula.

Safeguarding and child Protection Policy.

Appendix 1: Curriculum map

Relationships Education curriculum map

***NOTE: The EYFS curriculum covers areas of Relationships Education although this year group is not included in all areas of the Relationship Education scheme of work shown below**

<i>Key stage 1.</i>		
Year 1		
Autumn I	<p style="color: red;">What is the same and different about us?</p> <p>Relationships: Ourselves and others; similarities and differences; individuality; our bodies.</p>	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths. • how their personal features or qualities are unique to them. • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.
Autumn II	<p style="color: red;">Who is special to us?</p> <p>Relationships: Ourselves and others; people who care for us; groups we belong to; families.</p>	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/ enjoy together • that it is important to tell someone (such as their teacher) if something
Spring I	<p style="color: red;">What helps us to stay healthy?</p> <p>Health and Wellbeing: Being healthy;</p>	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand

	hygiene; medicines; people who help us with health.	washing
Spring II	What can we do with money? Living in the wider world: Money; making choices; needs and wants.	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this
Summer I	Who helps us to keep safe? Health and Wellbeing: Keeping safe; people who help us.	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
Summer II	How can we look after each other and the world? Living in the wider world: Ourselves and others; the world around us; caring for others; growing and changing.	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group

Year 2		
Autumn I	What makes a good friend? Relationships: Friendships; feeling lonely; managing arguments.	<ul style="list-style-type: none"> • How to make friends with others. • How to recognise when they feel lonely and what they could do about it. • How people behave when they are being friendly and what makes a good friend. • How to resolve arguments that can occur in friendships. • How to ask for help if a friendship is making them unhappy.
Autumn II	What is bullying? Relationships: Behaviour; bullying; words and actions; respect for others.	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Spring I	What jobs do people do? Living in the wider world: People and jobs; money; role of the internet.	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life
Spring II	What helps us to stay safe? Health and Wellbeing: Keeping safe; recognising risk; rules.	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not

		<ul style="list-style-type: none"> • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
Summer I	<p>What helps us grow and stay healthy?</p> <p>Health and Wellbeing: Being healthy; eating; drinking; playing and sleeping.</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun
Summer II	<p>How do we recognise our feelings?</p> <p>Health and Wellbeing: Feelings; mood; times of change; loss and bereavement; growing up.</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it

Appendix 2: By the end of **a through primary school** pupils should know the following:

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

