

Relationships Education

(from 2020)

PARKFIELD PRIMARY SCHOOL



**Approved by: The Elliot
Foundation**

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1. Aims for Relationship Education

The aims of relationships education at our school is to provide our children with age appropriate information, to explore attitudes and values and develop skills in order to make positive decisions around health related behaviour.

Aims:

For pupils to:

- develop confidence in talking, listening and thinking about relationships by working within a framework in which sensitive discussions can take place.
- develop skills to make and maintain positive relationships
- to develop feelings of self-respect, confidence and empathy and respect differences in opinion
- be able to protect themselves and know where to go to for support
- know the correct scientific vocabulary with regards to their body parts and understand how their body works

- gain accurate and age appropriate knowledge and understanding about sexuality and relationships leading to creating a positive culture and understanding of everyone within our community

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](#).

As an Academy 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.

In teaching Relationship 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 Parkfield we teach Relationships as set out in our curriculum map in accordance with this policy.

3. Policy development and purpose

The policy has been put together by the Headteacher and the members of the SLT team and shared with the school community.

Purpose of the policy

- give clear guidance to staff and outside visitors about the content and organisation and approach to teaching Relationship Education give information to parents about what is taught and when
- give parents/carers and guardians information about their involvement with RSE
- give a clear statement on what the school aims to achieve from Relationship Education and why it thinks Relationship Education is important
- clarify the content and manner in which Relationship Education is delivered. See appendix 1

4. Definition of relationship and sex education

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.

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Relationship Education has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents, guardians and carers long before any formal education takes place at school.

This development continues throughout school with the respect of culture, equality and diversity. It involves a combination of sharing information, and working on exploring issues and values.

Our curriculum for Relationship Education does not include sex education but prepares children for the sex education curriculum taught in secondary school. It is a compulsory part of the curriculum and parents do not have the right to withdraw their child from these lessons.

It is also essential that both boys and girls are prepared for the changes that adolescence brings as this often occurs while they are in year 5 or 6. Drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born there is a separate programme of sex education in years 5 and 6. We will consult parents with information about the content of these lessons prior to them being taught and parents will have the right to withdraw their child from these. This is outlined in our sex education policy.

5. Curriculum

The primary aim of this curriculum is to ensure children are equipped to make positive choices that affect their mental and physical health, as well as the ability to build positive relationships with others, underpinned by mutual respect and tolerance. These are all key skills required to lead healthy lives and to thrive now and in the future.

Our curriculum is set out as per Appendix 1

DFE expectations and outcomes for school Appendix 2

We have developed the curriculum in combination under the PSHE umbrella, therefore, the areas titled “Health and Wellbeing” and “Relationships”, and the strands contained within them: Physical and Mental Health, Relationships, Social and Emotional, must be covered during the academic year. The curriculum is comprised of guidance and support provided from the [PSHE Association](#), [Health Education Partnership](#), the government’s guidance on [Relationship Education, Relationship and Sex Education, and Health Education](#), as well as addressing the specific needs of the community we serve. Updates and revisions to key terminology from Jan 2021(post EU exit) updated [Keeping Children Safe in Education](#) statutory guidance has been included.

The overview naturally builds upon the skills and knowledge children acquire through the Prime Areas in the EYFS (Communication and Language, Physical Development and Personal, Social and Emotional Development), as well as scientific and moral concepts taught through ‘Understanding the World’. Where children have not attended an early years setting this programme study should create a comprehensive and balanced foundation for children’s learning and skill development in PSHE.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner and direct the children to the appropriate adult (parent, carer/guardian) to speak with 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 Relationships Education

Relationship Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationship Education are taught within the science curriculum, and other aspects are included in religious education (RE).

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 Relationship curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life and local community 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 and TEFAT

The Community Council and TEFAT will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school

7.3 Staff

Staff are responsible for:

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

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

7.4 Pupils

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

8. Training

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

9. Monitoring arrangements

The delivery of RSE is monitored by Parkfield's Curriculum Lead supported by the SLT through:

- Planning scrutinies
- Learning Walks
- Pupil Voice
- Lesson Observation
- Moderation Sessions
- Peer teaching

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

This policy will be reviewed by Alison Holding Headteacher and members of the SLT every three years. . At every review, the policy will be approved by the community council and Tefat

Appendix 1: Curriculum Map Headings and main objectives

Relationships education curriculum map Link here for [Curriculum maps for each year group](#)

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
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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
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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
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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
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