



Curriculum Policy

RELATIONSHIPS EDUCATION (Formally known as SRE – Sex & Relationships Education)



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Subject Coordinator 20/21:



Relationships Education Policy

What is our vision?

Our relationships education programme aims to equip all our pupils with accurate, unbiased knowledge about relationships, communities in local and global context. It should give pupils the opportunity to acquire life skills that will help them become a positive member of a global community. Our curriculum is age appropriate, progressive and inclusive to all.

Curriculum Aims:

Relationships Education aims to give children and young people:

- self esteem
- skills for successful relationships
- emotional literacy
- the ability to make informed choices and minimise risk
- the ability to keep themselves and other people safe
- the opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions.
- a discerning eye for the messages they may receive from the media
- the ability to access help and support
- a positive attitude towards their body and sexuality

Effective Relationships Education is embedded in the school curriculum (particularly PSHCE) and ethos.

How do we achieve this?

By delivering relationship education using the MBPS PSHCE clear and comprehensive scheme of work in line with the National Curriculum. The Scheme of work also includes opportunities to link British Values, SMSC and Schools Key skills into the curriculum.

All subjects make a link to PSHCE, BV, SMSC and the correct language is used consistently by all staff.

Whole school, Key Stage and class assemblies always make a link to Relationship education, British Values and SMSC.

By delivering the PSHE curriculum and utilising first-hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils.

We expect teachers to use the PSHE scheme of work to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We believe that the purpose of our relationships education is to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance.

Our school believes that Relationships Education should be delivered within the following moral framework. Our programme promotes:

- self respect and respect for others
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views, sexuality and gender.
- taking account of other people's feelings.
- mutual support and co-operation.

- accepting the responsibility for the consequences of our own actions.
- the right of people to hold their own views within a framework of respect for others.
- not imposing our views on other people.
- the right not to be abused by other people or taken advantage of.
- the right to accurate information about relationship issues

Scheme of Work:

Using the guidance from the Department of Education and the new implementation of statutory relationships education from 2020, consideration of the pupils' social, physical and emotional maturity was considered during the development of the SOW. Progression and continuity are built into the SOW from Year 1 to Year 6.

Throughout the SOW, pupils 'practice' life skills such as assertiveness, self-awareness, decision making and consider all aspects of relationships and what affects them and also provides many opportunities for pupils to explore their own and others' attitudes, values and opinions on a variety of issues.

Relationships Education is delivered predominantly in PHSCE lessons to ensure a comprehensive coverage. However, consolidation and extension of Relationships Education is found in Science, RE, Literacy and during assemblies. Circle time is also used to deliver Relationships Education (and PSHCE) and this occurs in all classes once a week.

RELATIONSHIPS EDUCATION CONTENT

FAMILIES AND PEOPLE WHO CARE FOR ME

- 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

- 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.

RESPECTFUL RELATIONSHIPS

- 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

- 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

- 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.

MENTAL WELLBEING

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

INTERNET SAFETY AND HARMS

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

PHYSICAL HEALTH AND FITNESS

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to immunisation and vaccination.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.
 - Conception and pregnancy (Year 6 only)

Ground rules will be developed during Relationships Education lessons based on respect. The only additional considerations specific to Relationships Education ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

Active learning techniques such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, are used in the teaching of Relationships

Education as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in Relationships Education lessons.

As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to PSHE and Relationships Education is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

Resources:

All resources are linked per lesson in the PSHCE SOW, Website access to the programme of study via the PSHE Association, The shared PSHE resource area for staff.

The PSHE co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience with the help of The PSHE Association & other registered agencies.

Assessment – How do we assess skills and understanding?

Work is assessed, by the teacher delivering the lesson, during lessons through discussion, in workbooks when marking pupil work against the lesson objective and appropriate grade given eg, B2, B1, E1 and A1. Assessment grades for each pupil is fed back to the class teacher at the end of each half term to inform reports.

Health and Safety

In Relationships Education lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

Girls who start their periods at school are fully supported.

Inclusion and Safeguarding Considerations

Pupils' confidentiality is respected in all Relationships Education lessons and pupils are made aware of the fact that what they say in Relationships Education lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm. See the schools **Confidentiality Policy** for further details.

The school has designated members of staff who are responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform one of these persons and record any evidence that supports their concerns via the school concern procedure. **(Please see safeguarding policy)**

The **Keeping Children Safe in Education statutory guidance** has informed this policy.

As part of Relationships Education ground rules, teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

External staff & agencies are occasionally used to deliver aspects of Relationships Education but as their availability cannot be relied upon, the Relationships Education programme is taught with no assumption of support from external speakers.

Whenever an external visitor is going to deliver a lesson or activity that is related to Relationships Education, we encourage a planning session with the speaker and a member of the teaching staff & PSHE Lead that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the Relationships Education policy, Safeguarding policy and all lessons are evaluated by staff.

All visitors will be supervised by a member of staff at all times.

Other Points/Considerations:

Language

During all Relationships Education lessons, the correct terms for all body parts and functions will be used.

Informing parents/carers and parents right to withdraw their child

Before each year group embarks upon its explicit Relationships Education programme, parents are informed by letter of their right to withdraw their child from Relationships Education lessons (***This will no longer be an option from September 2020***) They will be given an overview of the topics the child will be covering. Parents are also reminded that they can have a copy of the school's Relationships Education Policy on request, from the school office. Parents are also told that they can request to view all teaching resources that will be used in the delivery of their child's Relationships Education.

Procedures for pupils who are withdrawn from sessions

Provision is made for pupils whose parents wish their child to be removed from specific Relationships Education lessons to work in another classroom while their class' Relationships Education is being delivered. (***This will no longer be no option from September 2020***)

The approach to potentially controversial and sensitive issues.

All staff are aware that everyone has views on Relationships Education related issues. However, while it is respected that everyone has the right to their own viewpoint, all Relationships Education issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

Dealing with questions

The following policy was decided on for dealing with questions during Relationships Education lessons:

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- A question box will be provided while the Relationships Education puberty programme is being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which

questions could or could not be answered would be based on whether it was closely relevant to the programme the school has decided upon.

- Pupils will be told that during any Relationships Education lesson, only questions that relate directly to the Relationships Education lesson being covered will be answered. Any other questions should be placed in the questions box.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the Relationships Education programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receive biased information.
- If the child shows inappropriate sexual knowledge, child protection procedures would be consulted.

Teachers' Embarrassment

If a member of staff is extremely uncomfortable teaching Relationships Education then provision will be made for another teacher that is known to the children to deliver the Relationships Education lesson. This would usually be accommodated by the teacher from the parallel class taking the Relationships Education. The school feels that this course of action is justified as the member of staff that is uncomfortable with Relationships Education is unlikely to do an effective job or to give positive messages about sexuality and/or body functions.

Training opportunities, where available, are offered to all staff.

Dissemination of the policy

Staff at the school have actively been involved in reaching consensus on the content of the Relationships Education policy and are aware of its content through discussion of the final draft. Parents are invited to view the policy and a copy is always available for parents via the school office. Parents/carers will be kept informed of any developments or opportunities in Relationships Education.

Mixed and single gender groups.

Most of Relationships Education is delivered in mixed gender groups. However, during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single gender groups where they might feel more comfortable doing so.

Monitoring and Review:

The PSHCE Lead - **Mrs Tracy Heaton** will be responsible for reacting to the responses of the whole school community to the Relationships Education policy and programme.

An annual audit of the subject takes place and an action plan formed from the audit is reviewed termly.

Appendix 1