

# Relationships Education Policy



A World of Learning Together

## Clifton Primary School RELATIONSHIPS EDUCATION

### What is Relationships Education?

Relationships Education is 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, pupils are 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. Teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing.

Our discrete 'Relationships' programme is one aspect of our wider PSHE provision (see *Appendix 1: PSHE Overview*). The 'Relationships' strand begins in Yr 4 and includes the following content (see *Appendix 2: Detailed Relationships Strand*).

Yr 4	1.Pupils learn to understand and respect the differences and similarities between people	2.Pupils learn about the biological differences between male and female animals and their role in the life cycle	3.Pupils learn about growing from young to old and that they are growing and changing	4.Pupils learn that everybody needs to be cared for and ways in which they care for others	
Yr 5	1.Pupils learn about the way we grow and change throughout the human lifecycle	<b>2.SINGLE GENDER GROUPS</b> Pupils learn the physical changes associated with puberty (Single gender groups.)	3.Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty	<b>4.SINGLE GENDER GROUPS (X2 SESSIONS)</b> Pupils learn about the impact of puberty on physical hygiene and strategies for managing (menstruation and wet dreams).	
Yr 6	<b>1. SINGLE GENDER GROUPS</b> Pupils revisit learning and understanding of puberty.	2. Pupils learn what values are important to them in respectful relationships.	<b>3. SINGLE GENDER GROUPS</b> Pupils learn about human reproduction in the context of the human lifecycle <b>Parents can withdraw their children from this lesson</b>	4. Pupils learn about roles and responsibilities of carers and parents	5.Pupils learn about different types of family and how their home-life is special

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. At Clifton we teach a discrete 'Online Safety' programme in each year group from Nursery to Yr 6 based on the Government's 'Education for connected World'.

### **Aims**

By the end of primary school pupils should know about:

- families and people who care for them;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe (including keeping their bodies safe);
- their own bodies and be prepared for the physical and emotional changes of puberty including the importance of health and hygiene;
- *how a baby is conceived and develops* (**parents have the right to withdraw**).

*(See Appendix 3: Government expectations for end of Primary School pupils).*

### **Programme Organisation and Methods of Teaching**

Clifton Primary School staff will be responsible for teaching Relationships Education. All teachers delivering Relationships Education lessons receive training on the delivery of the content. According to the content of the session, certain lessons will be taught in single gender groups, by male teachers for boys or female staff for girls. Care will be taken to ensure that staff are sufficiently confident to and comfortable with taking sessions. Planning will be monitored and developed by the Safeguarding and PSHE team.

### **Confidentiality**

Pupils will be informed that 100% confidentiality cannot be assured. For suspected Child Protection concerns the school will follow the school policy and procedure.

### **Answering difficult questions**

Pupils will be able to ask questions through our 'Questions Box' approach. Primary-age pupils will often ask their teachers or other adults questions which go beyond what is set out for Relationships Education. Teachers will receive training on this before teaching lessons and will answer factually and with sensitivity, but will not go beyond what is outlined in the curriculum map. Teachers will answer questions individually and will refer back to parents.

### **Working with parents**

Our scheme of work is published on our school website. Parents have the opportunity to discuss the policy document, schemes of work and resources. Any specific questions may be discussed with the Headteacher, the Lead Practitioner for Health and Wellbeing or Designated Safeguarding Leads (DSLs.)

Parents' have the right to withdraw their children from the non-statutory components of Relationships Education. Requests for withdrawal should be put in writing and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from Relationships Education and parents will be advised of what they may talk about with their child.

#### **Provision for pubertal pupils**

Sanitary protection is available from class teachers and Learning Mentors. Sanitary disposal units are situated in the girls' toilets in KS2.

#### **Equal Opportunities/Inclusivity**

Our Relationships Education policy and programme reflects the ethos of the school, by providing a secure, non-judgemental environment in which to learn. All pupils will be treated equally regardless of gender, race, disability or social background.

#### **Monitoring and evaluating Relationships Education**

The delivery of Relationships Education is monitored by Owen Lamprey and Dr Sarah Allen through learning walks, year group book monitoring and individual pupil book scrutinies.

#### **The Headteacher**

The Headteacher is responsible for ensuring that Relationships Education is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of Relationships Education.

#### **Policy Development and Consultation**

This policy has been developed in consultation with governors, staff, parents and an external agency.

#### **Dissemination of the Policy**

This policy will appear on the school website. Parents will be supplied with a fully copy on request. The policy will be presented to all staff and governors.

**POLICY WRITTEN BY Owen Lamprey and Dr Sarah Allen** (In conjunction with Lana Gaskin, Educational Consultant).

This policy will be reviewed by Owen Lamprey and Dr Sarah Allen. At every review, the policy will be approved by the nominated Relationships Education governor and the Head teacher.

# Clifton Primary Safeguarding and PSHE Overview EYFS

	1a	1b	2a	2b	3a	3b
Nursery	<p>Mental Health- rules, friendship and control strategies</p> <p>Physical Health- What happens to our bodies when we exercise?</p>	<p>Identity Society and Equality- Festivals- Eid, Diwali, Christmas</p>	<p>Safer internet Turn off and tell</p>	<p>Identity Society and Equality- My family Different occupations</p>	<p>Keeping safe- Using tools and equipment safely</p>	<p>Mental Health- Solving problems with friends Transition to Reception</p>
Reception	<p>Mental Health- rules, friendship and control strategies</p> <p>Physical Health Why exercise is important and how it keeps us healthy.</p>	<p>Identity Society and Equality- festivals Eid, Diwali, Christmas</p>	<p>Safer internet Turn off and tell Keeping information safe</p>	<p>Identity Society and Equality Differences between ourselves and others</p>	<p>Keeping Safe- Road Safety Visits from Police and Firefighters</p>	<p>Mental Health- Solving problems With friends Transition to Year One</p>
	Mental Health- feelings- teaching a feeling weekly.					
	Identity, society and equality- Daily Friendship child and compliments					

# Clifton Primary Whole School Safeguarding and PSHE Curriculum Overview

Yr	1a	1b	2a	2b	3a	3b	
1	<b>Physical Health</b> Fun times (x 3) AND 	<b>Keeping safe</b> Anti-Bullying and Online Bullying (x 2) 	<b>Identity, society and equality</b> Me & Others (x4) (including British Values)	Education for a Connected World + Revise SMART rules and Safer Internet Day activities (x 5 )	<b>Mental Health</b> Feelings (x3) AND 	<b>Keeping Safe</b> Feeling safe (x4) (including NSPCC materials 'PANTS')	<b>Careers</b> My money (x3)
2	<b>Physical Health</b> What keeps me healthy (x3) AND 	<b>Keeping safe</b> Anti-Bullying and Online Bullying (x 2) 	<b>Mental Health</b> Friendship (x3)	Education for a Connected World + Revise SMART rules and Safer Internet Day activities (x 5 )	<b>Identity, society and equality</b> Celebrating difference (x4) (including British Values)	<b>Keeping safe</b> Indoors and outdoors (x4) (including road safety by Beconnected including NSPCC materials 'PANTS')	<b>Medicine, Drugs , Alcohol and Tobacco</b> What do we put into our bodies? X3
3	<b>Mental Health</b> Strengths & challenges (x3) AND 	<b>Keeping safe</b> Anti-Bullying and Online Bullying (x 2) 	<b>Identity, society and equality</b> Democracy (x4) (including British Values)	Education for a Connected World + Revise SMART rules and Safer Internet Day activities (x 5 )	<b>Keeping safe</b> Bullying (x4) (including NSPCC materials 'PANTS')	<b>Careers</b> Saving, spending & budgeting (x3)	<b>Physical Health (x3)</b> What helps me choose? Medicine, Drugs , Alcohol and Tobacco Medicines and me x3 Asthma x 1
4	<b>Mental Health</b> Ruby, Rafa and Riz (x6)	<b>Keeping safe</b> playing safe (x5) (Including RNLI, Heart Start Anti-Bullying + NSPCC 'PANTS') 	<b>Physical Health</b> What is important to me? (x3)	Education for a Connected World + Revise SMART rules and Safer Internet Day activities (x 5 )	<b>Identity, society and equality</b> Individual Liberty (x4) (including UNCRC and British Values)	<b>Medicine, Drugs , Alcohol and Tobacco</b> Tobacco, making choices (x3) AND 	<b>Relationships</b> Boys & girls (x4)
5	<b>Physical Health</b> In the media (x3) AND 	<b>Keeping safe</b> When things go wrong (x4) (including NSPCC materials 'PANTS')	<b>Identity, society and equality</b> Stereotypes (x2) (including British Values)	Education for a Connected World + Revise SMART rules and Safer Internet Day activities (x 5 )	<b>Mental Health</b> Myg and Me (x5/6) AND 	<b>Relationships</b> Growing & changing (x4)	<b>Careers</b> Borrowing & Earning money (x3)
6	<b>Relationships</b> Respectful Relationships (x5) AND 	<b>Keeping safe</b> Anti-Bullying and Online Bullying (x 2) 	<b>Mental Health</b> Dealing with feelings (x3) Healthy minds (x4)	Education for a Connected World + Revise SMART rules and Safer Internet Day activities (x 5 )	<b>Identity, society and equality</b> Human rights including the right to choose (x3) (including UNCRC and British Values)	<b>Medicine, Drugs , Alcohol and Tobacco</b> Influences & weighing up risk (x6)	<b>Keeping safe</b> Out and about (x3) Gangs/Trains. (includes Community Police workshops)

## Relationships education

Y1 No specific unit of work for this year group.	Y2 No specific unit of work for this year group.	Y3 No specific unit of work for this year group.	Y4 Boys and girls, families	Y5 Growing up and changing	Y6 Respectful Relationships
			<p>1. Pupils learn to understand and respect the differences and similarities between people</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to define difference and similarity</li> <li>understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that.</li> </ul>	<p>1. Pupils learn about the way we grow and change throughout the human life cycle</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify changes throughout the human life cycle</li> <li>understand change is ongoing</li> <li>understand change is individual</li> </ul>	<p><b>SINGLE_GENDER_GROUP1</b></p> <p>3. Pupils revisit learning and understanding of puberty.</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify the physical, emotional, behavioural, and physical changes that occur during puberty for both males and females</li> <li>understand that puberty is individual and can occur any time between 8-17</li> </ul>
			<p>2. Pupils learn about the biological differences between male and female animals and their role in the life cycle</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that female mammals give birth and nurse their young</li> <li>can describe the biological differences between male and female mammals (including humans).</li> </ul>	<p><b>SINGLE_GENDER_GROUP1</b></p> <p>3. Pupils learn the physical changes associated with puberty (single gender groups.)</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that changes occur between age 8-17 that turn us from children to young adults</li> <li>identify physical changes associated with puberty</li> <li>understand that everyone's experience of puberty is different and that it begins and ends at different times</li> </ul>	<p>2. Pupils learn what values are important to them in respectful relationships.</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify positive qualities and expectations from a variety of relationships (friendships and family relationships)</li> </ul>
			<p>3. Pupils learn about growing from young to old and that they are growing and changing</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify key stages in the human life cycle</li> <li>understand some ways they have changed since they were babies</li> <li>understand that all living things (including humans) start life as babies</li> </ul>	<p>3. Pupils learn how puberty affects emotions and behaviours, and strategies for dealing with the changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to describe how feelings and behaviour change during puberty</li> <li>can devise strategies for managing these changes</li> <li>understand how changes during puberty can affect relationships with other people</li> </ul>	<p><b>SINGLE_GENDER_GROUP1</b></p> <p>3. Pupils learn about human reproduction in the context of the human life cycle</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know how babies are made</li> <li>can describe the biological differences between male and female humans</li> <li>know what pregnancy is, where it occurs and how long it takes</li> <li>opportunities to ask and answer questions</li> </ul>
			<p>4. Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that we all have different needs and require different types of care</li> <li>identify ways we show care towards each other</li> <li>understand the links between needs, caring and changes throughout the life cycle</li> </ul>	<p><b>SINGLE_GENDER_GROUP1 (X2_SESSION1)</b></p> <p>4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing (menstruation and wet dreams).</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can describe menstruation and wet dreams</li> <li>can explain effective methods for managing menstruation and wet dreams.</li> <li>can describe how to care for their bodies during puberty (hygiene)</li> <li>opportunities to ask and answer questions</li> </ul>	<p>4. Pupils learn about roles and responsibilities of careers and parents</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify some of skills and qualities needed to be parent and carer</li> <li>understand the variety of ways in which parents and carers meet the needs to be a parent and carer meet the needs of babies and children</li> <li>can recognise that both men and women can take on these roles and responsibilities</li> </ul>
					<p>5. Pupils learn about different types of family and how their home-life is special.</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that other families within school or in the wider World sometimes look different from their family but that they should respect those differences.</li> <li>identify what is special and different about their home life.</li> <li>Understand families care for each other in a variety of ways.</li> </ul>

## Appendix 3 Government Expectations for children by the end of Primary School

By the end of primary school:

### **Families and people who care for me**

Pupils should know

- 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**

Pupils should know

- 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**

Pupils should know

- 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**

Pupils should know

- 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**

Pupils should know

- 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.