

FIRTHMOOR PRIMARY SCHOOL



Relationships Education Policy

Review frequency	annual
Version	1.0
Review date	October 2021

Rationale and Ethos

This policy covers our school's approach to Relationships Education. It was produced by Sarah Blagg (PSHE Lead) and Ann Dixon (Headteacher). Consultation with the Governing Body and parents and carers took place through meetings and the school website. Pupils have been involved in the creation of this policy through questionnaires and meeting with the Pupil PSHE Curriculum Team.

Relationships Education is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The intended outcomes for our programme are that students will:

- know and understand the importance of stable and loving relationships
- know and understand the importance of respect, love and care
- develop the attributes of kindness, integrity, generosity and honesty
- develop their personal wellbeing and to develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- have the ability to believe that they can achieve goals, both academic and personal
- understand the importance of family life
- be able to make informed choices and decisions about their health and wellbeing

The school's overarching aim for our pupils is that the knowledge and attributes gained will support their own, and others', wellbeing and attainment and help them to become successful and happy adults who make a meaningful contribution to society.

Policy Availability

The policy is available to parents and carers through the school website. If you require the policy in paper format please contact the school office.

Legislation

Relationships Education is compulsory from September 2020.

Documents that inform the school's policy include:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

The Equality Act 2010

Supplementary Guidance SRE for the 21st century (2014)

Keeping children safe in education-Statutory safeguarding guidance (2016)

Children and Social Work Act (2017)

Safe and Effective Practice

We will ensure a safe learning environment by the teacher and pupils agreeing ground rules and staff sensitively handling questions and issues raised. When pupils ask questions, we aim to answer them honestly at an age appropriate level within the established ground rules. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to the disclosure of a child protection issue. Teachers will consult with the designated safeguard lead and in her absence the deputy.

Curriculum

Our RSE programme is an integral part of our whole school PSHE education provision. Pupils will be taught:

- what a relationship is
- what friendship is
- what family means and who the people are who can support them.

From children starting school, pupils will 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,
- how to establish personal space and boundaries,
- showing respect
- understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Respect for others will be taught in an age appropriate way as will the need to understand one's own and other's boundaries in play, negotiations about space, toys, books etc.

The religious background of all pupils will be taken into account when planning teaching, so that the topics that are included in the core content of the guidance are appropriately handled, in line with the Equality Act 2010.

Teaching will take into account the age, ability, readiness and cultural backgrounds of children, including children with English as a second language, to ensure that all can fully access PSHE education provision.

Our RSE programme will be taught through a range of teaching methods and interactive activities. Selected resources such as books and film clips, will be used to support and underpin values and contexts.

Assessment will be carried out as pre and post topic assessments in a variety of ways.

Children in Years 5 and 6 complete the Darlington Healthy Lifestyle Survey annually. The results of this are actioned with the RESH Coordinator for Darlington. The school then focuses on the highlighted aspects with pupils. The most recent data showed that 68% of children agreed that relationships should be caring and respectful. It also highlighted that 60% of children are accessing the internet alone daily. 76% of children reported feeling stressed, with homework as the major factor. Therefore our RSE programme will take these issues into account.

Our RSE programme will be planned and delivered through our PSHE programme and Science Curriculum. We follow the PSHE Association Scheme of Work for Year 1 to Year 6.

This is split into 3 main areas;

Autumn Term - Health and Wellbeing

Spring Term - Relationships

Summer Term - Living in the Wider World.

An overview of our PSHE Curriculum is available on the school website.

The PSHE curriculum covers the statutory Relationships Education as set out by the DfE. (See [Appendix 1](#))

All teachers ensure that they cover the curriculum, led by the PSHE Lead and the Headteacher. The delivery of the content is made accessible to all pupils, including those with SEND through differentiation of work and the support available.

The Cybersquad team, of Year 6 children, assist with online safety issues around the school. Year 4 and Year 5 Buddies, who are clearly identifiable by their team baseball caps, act as role models and support younger pupils on the yard, in the dinner hall, in the corridor and in Nursery garden.

By the end of Key Stage 2 children at Firthmoor Primary School will have covered the requirements of Relationships Education through using the PSHE Association Scheme of Work. This ensures that the content taught takes account of the age of the pupils.

In Years 5 and 6 children are taught about puberty. The school nursing team provide up to date resources and support. A letter is sent home to parents informing them prior to these lessons.

Statutory Coverage

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that:

“Pupils should be taught to describe the changes as humans develop to old age”

This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states:

“Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty.”

School Coverage

Year 5

– Changes that happen at puberty:

human life cycle

correct names of reproductive organs

menstruation

how bodies grow and change

hygiene

-Human reproduction

Year 6

- Physical and emotional changes in puberty
- Human reproduction including the development of the unborn baby.

The pupils are made aware of and can access free sanitary wear and underwear through the Red Box Project box that we have available in school.

Right to Withdraw

There is no right to withdraw from Relationships Education as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. There is no right to withdraw from sex education that is part of the Science Curriculum.

Monitoring and Evaluation.

The PSHE programme is led by Sarah Blagg who is PSHE CPD accredited.

PSHE is monitored by the PSHE Lead and the SLT throughout the year. It is evaluated by the PSHE Lead and Headteacher.

This policy has been produced by consultation with parents, staff and governors.

It will be reviewed and updated annually.

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[Appendix 1](#)

DfE Statutory Relationships Education Content

Relationships Education Content

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.

Physical Health and Wellbeing Content

by the end of Primary School:

Mental wellbeing

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

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

Health and prevention

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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.