



## Relationships Education

### Introduction

Parties involved in the policy's development and consultation:

- Senior Leadership Team – head and deputy
- Teaching Staff
- Parents contributing feedback and views about RSE provision
- Governing body

This policy reflects the DfE “Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019” and guidance from the PSHE Association and the local authority.

DFE introduction to statutory guidance:

*“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation 3.”*

All school personnel, parents and carers have been made aware of this policy and staff, governors and parents/carers have been involved in the consultation process to ensure that all understand the rationale behind the school's approach and have had the opportunity to share their views. The school is required to take account of the views of a range of stakeholders though ultimately decisions around curriculum content, pedagogy and approach to teaching RSE rest with the head teacher and governors.

This policy will be made available to view via the school's website and anyone may request a hard copy from the school office if required.

This policy sets out the ways in which we, as a school, comply with the 2019 DfE document as detailed above through PSHE sessions, cross-curricular opportunities and assembly themes to

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ensure that sex and relationships education is delivered in an age-appropriate way throughout school.

The DFE guidelines state that:

*“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.*

*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, building on early education, pupils should 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..... Respect for others should be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on. 57. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.”*

### **Definition of RSE:**

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about relationships with others, healthy relationships, the body, reproduction, changes that happen as we grow, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, some through other curriculum areas such as computing and others are taught as part of personal, social, health and economic education (PSHE) and through assemblies.

### **Aims and Outcomes of RSE in the curriculum:**

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

### **RSE provides opportunities for pupils to:**

- Better understand the nature of human relationships.
- Learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children; this also includes marriage and civil partnerships.
- Consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- Reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

### **Morals, Values, Equalities and Safeguarding**

The RSE programme at Nether Kellet Primary reflects our ethos and demonstrates and promotes the following:

- Respect for self and others.
- Respect for rights and responsibilities within relationships.
- Valuing family life.

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- Appreciation that different, successful family structures exist.
- Understanding diversity regarding religion, gender, culture and sexual orientation.
- Acceptance of difference and diversity.
- Promotion of gender equality and equality in relationships.
- Development of spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

Content of the School's RSE Programme Appendices to this policy provide further information about the learning outcomes programme and resources for each year group. (see appendix 1 and 2)

### **How Relationships Education is Organised in the Curriculum**

RSE is not delivered in isolation, but firmly embedded in many curriculum areas including Personal, Social, Health and Economic (PSHE) education, computing, P4C and science. Many aspects of RSE are taught throughout the year and are woven through assembly themes and P4C discussions. There is also a timetabled PSHE session in all classes to enable deeper exploration of issues and direct teaching of specific aspects. Meanwhile, some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child, e.g. Kidsafe and puberty education.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups i.e. for some aspects of puberty education.

- PSHE Ground Rules are used in all PSHE and RSE lessons.
- Pupils are able to ask anonymous questions by writing a note for the class worry box. This box is found in every class.
- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum.
- External agencies may be invited to support the delivery of RSE. These include the school nurse and the police.
- External agencies and visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents.
- The input of visitors is monitored and evaluated by staff and this evaluation informs future planning.

To this end, our PSHE curriculum and assembly schedule focuses on all of these aspects of relationships education. The EYFS curriculum personal development aspect focuses specifically on forming relationships. Relationships education runs through all aspects of school life with appropriate behaviours and attitudes being taught and reinforced at every opportunity: break times, lesson times, clubs, conversations with individual children and parents, etc. It therefore isn't a "standalone" subject and is integrated in the school's ethos and approach.

### **Parental Involvement**

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through policy consultation, discussions with class teachers, parents' evenings, the school website and prospectus, displays and an open-door policy. To promote effective communication and discussion between parents and their children, we notify parents through termly curriculum letters, specific letters and the school website about when particular aspects of RSE will be

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taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

### **Parental Rights to Withdraw Their Children**

Parents have the right to withdraw their children from Sex Education (except for those parts included within the National Curriculum for Science, which are statutory) but not from Relationships Education. At Nether Kellet Primary, sex education is only addressed in Y5/6. Prior to that, all RSE focuses on relationships.

Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children;
- advance the 2010 Equality Act;
- encourage the spiritual, moral, social and cultural development of pupils;
- foster British values
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

In Y5/6 sex education, the main emphasis is on puberty and changing bodies and emotions. Those parents/carers wishing to exercise the right to withdraw their child from sex education are invited in to see the teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. It is then the responsibility of the parents/carers to deliver the content of the RSE to their child as they see fit. If a conversation arises about sexual health issues in a non-RSE lesson with pupils present who have been withdrawn from RSE lessons, the teacher must stop the conversation and ask that the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

### **Boundaries and Appropriate Relationships**

The DFE document continues:

*"Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the forerunners of teaching about consent, which takes place at secondary."*

As a school we use Kidsafe - a programme designed to give children a real understanding of relationships and appropriate interactions. This programme also teaches the children about boundary-setting and alerting trusted adults when they feel that their personal space has been invaded. They are taught about the difference between appropriate relationships and those that are inappropriate/abusive in an age-appropriate way. This programme is delivered throughout school from Y1-6 on a rolling programme by a trained member of staff. A key element of the programme is working with parents and keeping them informed of the focuses so they can discuss these with their children.

### **Online Safety**

Regarding online safety, the DFE doc states:

*"The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect."*

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Our Internet Safety Policy details how we address this issue on a termly basis in each class. Particular attention is given to appropriate relationships and people who may be contacted and communicated with online and also to dangers of inappropriate relationships and contact online. Children are taught ways in which to use the internet safely and regular communication with parents gives advice in order for them to support this. (See also our Internet Safety Policy).

### **Inclusion**

The RSE policy reflects and is in line with the schools' equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support. Homophobic and transphobic references, actions and bullying are not tolerated at Nether Kellet and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

### **Difficult Questions**

In the event of children asking difficult questions that a member of staff feels unable or uncomfortable about answering, advice should be sought from the SLT and, where appropriate, conversations may be needed with parents/ carers. A careful balance is struck between age-appropriate information and avoiding a vacuum in which children seek answers to questions from other sources such as online.

### **Sex Education Summary**

The DFE doc. States:

“The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.”

At Nether Kellet Community Primary, we do teach the children in Year 5 and 6 about puberty, about changing bodies, hormones and feelings and about periods, wet dreams, etc. We also teach the basics about reproduction in general terms without going into detail. We place an emphasis on relationships and children understanding themselves and others as they grow up. We also teach about animal reproduction in science and main body parts. Parents always have the opportunity to opt out if they feel this is inappropriate for their child. Any aspects of sex education that are taught take account of children's SEND and make allowances to ensure that it is entirely appropriate for an individual child's needs.

### **Confidentiality and Child Protection Issues**

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. RSE discussions may prompt a pupil to make disclosures about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

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## Dispositions and Character Traits

In order to develop positive relationships throughout their lives, it is important for children to develop positive personal character traits and attitudes. As a school, we have Planet Inspiration, a framework for developing positive learning dispositions and also character traits and attitudes such as perseverance, resilience, risk-taking, questioning, communication and cooperation. Planet Inspiration underpins the majority of what we do as regards learning: academic, personal, social and emotional.

## Rights and Responsibilities

We have no school rules as such, instead we have Rights and Responsibilities:

- I have the right to be heard.
- I have the responsibility to listen to others.
- I have the right to be safe and healthy.
- I have the responsibility to keep myself and others safe and healthy.
- I have the right to learn.
- I have the responsibility to do my best at all times and look after equipment.
- I have the right to have friends.
- I have the responsibility to be kind to others.
- I have the right to be myself.
- I have the responsibility to respect others' differences.

By teaching children the importance of knowing their rights, this aids them in future relationships to set healthy boundaries. By teaching them the importance of their responsibilities, this aids them in developing a healthy and giving approach to relationships where other people are respected and treated fairly.

Alongside these, whole school assembly themes focus on character traits such as humility, courage, honesty and kindness, etc. reinforcing these appropriate dispositions and developing positive behaviours among all of the children.

By the end of primary school, we aim to ensure the following awareness is acquired:

<b>Families and people who care for me</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>· that families are important for children growing up because they can give love, security and stability.</li> <li>· 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.</li> <li>· 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.</li> <li>· 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.</li> <li>· that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>
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	<ul style="list-style-type: none"> <li>· how to recognise if family relationships are making them feel unhappy</li> </ul>
<b>Caring friendships</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>· how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>· the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>· that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>· 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.</li> <li>· 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.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>· 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.</li> <li>· practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>· the conventions of courtesy and manners.</li> <li>· the importance of self-respect and how this links to their own happiness.</li> <li>· 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.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>· that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>· 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.</li> <li>· the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>· how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>· how information and data is shared and used online</li> </ul>
<b>Being safe</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>· what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>· 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.</li> <li>· that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>· how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>· how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>· how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>· 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.</li> </ul>

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Fundamentally our focus is on equipping the children with the requisite skills and awareness to form positive relationships throughout their lives.

### **Professional Development for Staff**

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days and displayed on the Safeguarding Notice Board in the staffroom.

### **Links to other policies and advice**

This RSE Policy is supported by, but not limited to:

PSHE Policy  
Behaviour Policy  
Health and Safety Policy  
Safeguarding/Child Protection Policy  
School Visits Policy  
Confidentiality Policy  
Equality Policy  
Anti-bullying Policy  
Intimate Care Policy  
Internet Safety Policy

### **Review of this Policy**

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

### **Notes**

This policy forms part of our policies for PSHE education along with our Health and Wellbeing Education Policy and our PSHE Appendix to our Learning and Teaching Policy which gives an overview of all our PSHE provision.

This policy is supported by the Curriculum Map for PSHE and Relationships Education, our whole school assembly schedule and SCARF resources used to support teaching and learning.

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