

Glenfield Primary School



Relationships Education policy

Reviewed: September 2020

Signed:  (Chair of governors)

Review date: September 2021

Policy on Relationship Education

1. Introduction

The teaching of Relationships Education at Glenfield Primary School, using an integrated and consistent approach, is an important aspect of pupils' education. Relationships Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood.

Relationships Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Relationships Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements through the framework for PSHE.

2. Aims of Relationships Education

Taking account of the age, maturity and needs of the pupils, Relationships Education aims to:

- help children to develop sensitivity and respect for themselves and others;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- support children in developing and using communication skills and assertiveness skills to cope with the influences of their peers and the media;
- teach children to respect and care for their bodies;
- prepare pupils for puberty;
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene;
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- help pupils understand, recognise and avoid exploitation and abuse;
- give them information on where individuals and families can get help and support.

See Appendix A for guidance from the Department for Education entailing what pupils should know by the end of primary school.

3. The teaching of Relationships Education

The school ensures that effective Relationships Education is available to all pupils and it is taught through both the science and PHSE curriculum. Materials used in school are in accordance with the PSHE teaching programmes.

The teaching of Relationships Education at Glenfield Primary School takes into account the needs of individual pupils and takes their cultures, faiths and family backgrounds into consideration, and pupils with special educational needs are given support as deemed necessary by their teacher.

Parents and pupils need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of relationship education within the PSHE framework. Teachers and all those contributing to relationship education are expected to work within agreed values in line with current legislation.

Teachers have a responsibility to ensure the safety and welfare of their pupils as they are in a position of trust.

4. Ground rules

A set of ground rules will help teachers create a safe environment in which they, and the children, do not feel embarrassed or anxious about unintended or unexpected questions or comments. Ground rules are developed within each class or year group and may include some or all of the following:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Definitions of words will be explained in a sensible and factual way

5. The Role of Parents

The school is well aware that the primary role in children's Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Relationships Education policy and practice;
- answer any questions that parents may have about the Relationships Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships Education in the school.

6. Confidentiality

Teachers conduct Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

7. Answering Difficult Questions

If a child asks an explicit or difficult question, staff will use their professional judgement in deciding the best way to answer it. For questions that are inappropriate, the child should be reminded of the ground rules. If the staff member is concerned, they can refer to the headteacher who can discuss the matter with the parent, or follow other appropriate procedures. All Key Stage 2 classes will have an 'Relationships Education Question box' in their classroom during the half term in which they are being taught the subject, so that they can ask questions anonymously.

8. Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from some, or all, Sex Education lessons, but not statutory Science lessons. This should be discussed with the class teacher first, and then, if necessary, the head teacher.

9. Policy Review

The teaching of Relationships Education will be evaluated after each unit has been taught and any relevant changes made.

This policy will be reviewed annually.

Appendix A

By the end of primary school:

Families and people who care for me	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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.
Respectful relationships	<p>Pupils should know:</p> <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.

	<ul style="list-style-type: none"> • 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.
Online relationships	<p>Pupils should know:</p> <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.
Being safe	<p>Pupils should know:</p> <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.