



## Relationships Education and Personal, Social and Health Education Policy

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| <b>Last Updated</b>             | <b>December 2020</b>                     |
| <b>Next Review Due</b>          | <b>December 2021</b>                     |

## **Aim**

The aim of relationships education at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community. Relationships education is not about sexual relationships.

Learning in this area links directly to our core school value of respect which runs throughout everything we do at Beech Hill – everybody should be treated with respect even if they are different from ourselves, also linking to the British value of mutual respect and tolerance.

## **Policy Development**

This policy has been developed in consultation with staff, governors, pupils and parents/carers as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme. This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance.
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to work with us on the policy, look at examples of resources, and make recommendations.
4. Pupil consultation – we spoke to pupils about the skills they would like to learn.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **Statutory Requirements**

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. Pupils will learn about puberty as part of science and health education lessons in years 5 and 6. Other aspects of sex education will not be covered.

## **Links to other policies and curriculum areas**

### **Curriculum**

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty. These will be taught to children in years 5 and 6 (in separate groups for boys and girls). In year 6, children will be taught the correct vocabulary for 'private' body parts – vagina, vulva, penis, testicles, anus.

## **Policies**

The content of relationships education is supported by our anti-bullying policy, equality policy, and safeguarding policy.

## **Delivery of relationships education**

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These characteristics will only be taught to children when they are in year 6.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions.

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff.

Children will sometimes ask questions pertaining to relationships that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

Where there is a conflict between religious belief and the rights of the LGBT community, also protected under the Equality Act, a balanced approach will be taken. Inclusion, respect and tolerance will be promoted through the relationships education curriculum and the school ethos. At Beech Hill School, we will teach children that whilst the law and many people have a particular perspective on an issue, their religion may have a different view and this will be recognised by staff.

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

- Families are important for children growing up because they can give love, security and stability
- 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

- 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
- 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
- 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
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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
- 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**

- People sometimes behave differently online, including by pretending to be someone they are not
- 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
- 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)
- 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
- 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

## Roles and responsibilities

### The governing board

The governing board will approve the relationships education policy, and hold the head teacher to account for its implementation.

### The head teacher

The head teacher is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

### Staff

Staff are responsible for:

- Delivering relationships education in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable.

### Pupils

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

### Parents' right to withdraw their children from lessons

Parents have the right to withdraw their children from sex education lessons taught as part of the relationships education or PSHE curriculum. *At Beech Hill School, we have decided **not to teach** the non-statutory sex education lessons therefore the parent right to withdraw their child is not applicable due to the fact that only the statutory science curriculum and the statutory relationships and health guidance are being taught.* We are of course happy to discuss the content of the curriculum and invite you to contact the headteacher/deputy headteacher.

## Training

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.

## Monitoring arrangements

The delivery of Relationships Education is monitored by the senior leadership team and the PSHE coordinator through, for example, work scrutinies, learning walks and staff/pupil interviews.

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems with class records updated half-termly in line with what has been taught in PSHE lessons. This policy will be reviewed annually. At every review, the policy will be scrutinised and ratified by the governing board.

## What do we teach when in PSHE?

### Whole-school approach

We follow the topics from the Jigsaw scheme of work which covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. The content cited below is what will be covered at an age-appropriate time in PSHE lessons.

| Term             | Puzzle (Unit)          | Content  |
|------------------|------------------------|--|
| <b>Autumn 1:</b> | Being Me in My World   | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.           |
| <b>Autumn 2:</b> | Celebrating Difference | Includes anti-bullying (cyber bullying included) and understanding   |
| <b>Spring 1:</b> | Dreams and Goals       | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society              |
| <b>Spring 2:</b> | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| <b>Summer 1:</b> | Relationships          | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss      |
| <b>Summer 2:</b> | Changing Me            | How to cope positively with change, preparing children well for moving up to the next year group in school                                 |

At Beech Hill School we allocate at least 40 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These lessons are reinforced and enhanced in many ways: Assemblies and collective worship, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.