

Relationships Education Policy

(from 2020)

St. Matthew's CE Primary School

Approved by:

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1. Aims

At St. Matthew's we want children to love, learn and grow. Everything we do at St. Matthew's is underpinned with a commitment to our core Christian values. The teaching of Relationships Education is no different. Through specific lessons taught at St. Matthew's as part of our Personal, Social, Health and Economic (PSHE) curriculum, and the wider curriculum, we aim to:

- Provide a framework in which sensitive discussions can take place;
 - Teach children the facts, such as those relating to health issues, which are important to their growth and development as individuals and as members of community groups that they might come into contact with or associate with;
 - Enable children to acquire the skills, such as those relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
 - Encourage children to develop informed opinions and attitudes for themselves about a range of personal and social issues;
 - Actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
 - Help pupils develop feelings of self-respect, confidence and empathy; whilst encouraging children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the local community and wider society;
 - Create a positive culture around issues of sexuality and relationships; encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
 - Teach the requirements of the DfE statutory guidance on Relationships Education;
 - Develop in children the skills and understanding to have the confidence to approach their relationships in a positive way; including teaching pupils the correct vocabulary to describe themselves and their bodies and ensuring children are aware of personal space and their right to privacy;
 - Enable children to move with confidence from childhood through adolescence to adulthood. Helping the children to understand the changes that occur to the human body during puberty;
 - Encourage the children to live confident and healthy lives.
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2. Statutory requirements

As a Church of England Aided primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationships Education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St. Matthew's we teach Relationships Education as set out in this policy.

3. Policy development

This policy has been developed in consultation with governors, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff and governor consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their Relationships Education
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

In the DfE statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019, the focus in primary schools for Relationship Education is 'teaching of fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and with adults.' At St Matthew's we also believe that Relationships Education should also help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build resilience and self-esteem. Relationships Education involves a combination of sharing information, and exploring issues and values. Relationships Education is not about the promotion of sexual activity.

5. Curriculum

Our PSHE curriculum follows the HeartSmart scheme of work – an online scheme which covers the majority of the PSHE which is recommended to be covered by the PSHE association. Appendix 1 shows which elements of the Relationships Education are covered. Any parts not covered by HeartSmart are covered in one-off lessons or experiences throughout the school year.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, ensuring their answers are sensitive to child asking the question and the rest of the class. This could involve speaking to the child on their own or in a small group. It might also involve not answering the question there and then but involving the parents/carers in any further discussion. It is important children's question are answered appropriately so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence and puberty brings, including menstruation.
- How a baby is conceived and born, and stages in a human life cycle

This aspect of Relationships Education will only be covered when children are in Year 5 or year 6. For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of Relationships Education

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils may occasionally receive stand-alone Relationships Education sessions delivered by a trained health professional, e.g. the school nurse. This will be primarily where outside agencies have the necessary experience and knowledge to deliver the content more effectively than the class teacher. The class teacher or teaching assistant will remain in the lessons or sessions to ensure there is a familiar face for the children.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our Relationships Education curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances, (*Definition of families could include single parent families, families with LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures – this is a non-exhaustive list*) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the Relationships Education policy, and hold the headteacher to account for its implementation.

7.2 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 components of Relationships Education (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from components of Relationships Education

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

The teacher in charge of Relationships Education is the subject leader for PSHE.

7.4 Pupils

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within Relationships Education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education sessions. Although the school will do its best to ensure any child that is withdrawn is treated sensitively and with respect, it cannot be held responsible for talk between the children after the lesson on the playground or outside of school.

9. 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.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching Relationships Education.

10. Monitoring arrangements

The delivery of Relationships Education is monitored by the subject leader of PSHE or the headteacher through book scrutinies, learning walks, lesson observations and/or pupil voice interviews.

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the PSHE subject leader. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships Education curriculum map – covered by HeartSmart

OBJECTIVE	Y1	Y2	Y3	Y4	Y5	Y6
FAMILIES AND PEOPLE WHO CARE FOR ME <i>Pupils should know...</i>						
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.			✓		✓	

OBJECTIVE	Y1	Y2	Y3	Y4	Y5	Y6
CARING FRIENDSHIPS <i>Pupils should know...</i>						
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 <i>Pupils should know...</i>						
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.	✓	✓	✓	✓	✓	✓

OBJECTIVE	Y1	Y2	Y3	Y4	Y5	Y6
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 <i>Pupils should know...</i>						
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.	✓	✓	✓			

OBJECTIVE	Y1	Y2	Y3	Y4	Y5	Y6
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 <i>Pupils should know...</i>						
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.	✓	✓			✓	
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	✓	✓		✓	✓	

Relationships and sex education curriculum map – not-covered by HeartSmart

OBJECTIVE	Y1	Y2	Y3	Y4	Y5	Y6
BEING SAFE <i>Pupils should know...</i>						
R17: About the difference between, and the terms associated with sex, gender identity and sexual orientation.					✓	
R19: that two people who love and care for one another can be in a committed relationship not be married or in a civil partnership.						✓
R20: That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support.						✓

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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 • 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	<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

TOPIC	PUPILS SHOULD KNOW
Being safe	<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

Appendix 3: Parent form: withdrawal from sex education within Relationships Education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	