



## School Policy

### Primary Relationships Policy

#### School ethos and values statement

***At The Downley School we believe that the curriculum is the totality of the lived experience as they move through the school. We strive to achieve this through the Irresistible Curriculum Immersive approach.***

Our belief is in the development of the whole child and school community through ***'Learning, Growing and Succeeding together'***. Our vision is ***'to equip every child with the knowledge and self-belief to be happy'***.

We are a values-based school committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

#### The aim of this policy is to

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education

All state funded primary schools are required to teach Relationships Education and to have a Relationships Education policy by September 2020.

#### Legal requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving

primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019)

To comply with the requirements to have an up-to-date Relationships policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019)

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy.

At The Downley School, we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary we wish to state the right of parents and carers the right to withdraw their child from designated Sex Education lessons. (Please see Sex Education Policy)

### **Development of the policy**

This policy has been developed by the PSHE Lead in consultation with staff, governors, parents and carers.

PSHE Lead met and consulted with a 'working party' of staff, parents and governors Staff Consultation in which they have been given the opportunity to look at the policy and make recommendations

Parents Consultation - all parents to be given the opportunity to look at the policy and make recommendations as well as opportunity to view webpage resources

This policy links to the PSHE policy, Sex Education policy, Citizenship Policy, RE Policy, Child Protection Policy, Anti-Bullying Policy, Equalities Policy and the School Behaviour Policy.

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic education of our pupils is a vital element of education and we aim to work collaboratively with parents and carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in and discuss any aspect of this policy and the provision in our school.

### **Definition of Relationships Education**

Relationships Education gives pupils the information they need to keep them healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access help when needed. Statutory Relationships at The Downley School is taught through the PSHE curriculum and teaches pupils what they need to know by the end of Year Six as defined by the DfE guidance (see appendix 1).

## **The curriculum**

### **Intent**

Why teach Relationships Education?

Relationships Education will become statutory from September 2020. High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop character traits and personal attributes such as self-respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
- Understanding the importance of recognising personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support such as Childline)
- As a trusted adult rather than go online with regards to a y concerns about relationships issues and avoid viewing inappropriate material or entering into social media conversations that can cause them harm
- Recognise intimate physical relationships are for adults

### **Implementation**

Relationships Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level. Further details can be found in appendix 1.

To ensure the content and delivery of relationships education is appropriate we use simple baseline tests to ascertain what pupils already know and find out about what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

We provide an all-inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Outcomes for Relationships Education are defined by the DfE and cover:

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

We teach the scientific names of the body parts from Year 1. See Appendix 1  
In Year 5, Puberty is taught as part of Health Education. The content of the programme of study has been based on advice from the nursing service. Teachers have been given up-to-date training as well as being trained in the delivery of the course content.

NB Sex Education is taught as part of the PSHE curriculum in the context of Relationships Education but is not a mandated requirement. Please see our Sex Education Policy for further details.

### **What we use**

We use the PSHE Association Programme of Study as a basis for the curriculum and follow the thematic Programme Builders teaching model which offers a spiral, theme-based curriculum in which the children build upon prior knowledge taught in previous years. In addition, we use important websites such as Public Health England as well as recommendations from the NHS. Some classes use additional material from Go-Givers.

### **Who teaches this?**

Class teachers teach PSHE.

## **When?**

Pupils receive one-hour weekly PSHE lessons across all age groups. We provide weekly Circle Time to all pupils. Relationships Education is part of PSHE and is therefore taught as part of this timetabled requirement. There are further opportunities for class teachers to discuss matters as and when they arise in the wider curriculum.

As we are a Values-based school, children are introduced to a new value once every month. This may be linked to Relationships education, such as equalities, friendship or respect. We place great emphasis on LOC (Learning outside the classroom). Teachers will also plan for some aspects of Relationships Education to be taught outside the classroom. We have a Specialist LOC teacher who provides opportunities for those who may need additional support linked to Relationships Education.

## **How delivery and content will be made accessible to all pupils including SEND**

Teachers will differentiate their lessons accordingly so that the content is accessible to all pupils. There may also be opportunities for small group work with a TA/LSA within the classroom as well as opportunities for Intervention groups. All pupils as and when the need arises including SEND and PP are also given the opportunity to work with our Family worker.

## **Managing Difficult Questions**

All aspects of PSHE are underpinned by shared and with understood ground rules (see appendix 1) with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these are followed up separately on an individual or group basis. An anonymous question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosure or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

## **Impact**

### **High quality Relationships Education will enable our pupils to:**

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and vice versa

- Value and understand the importance of maintain good positive relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and offline, how to keep safe and where to go for help

### **Confidentiality and safeguarding**

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concern to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

### **Roles and responsibilities**

It is the statutory responsibility of the governing body to ensure the school has a compliant and up-to-date Relationships policy. The governing body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw for non-statutory Sex Education.

The PSHE Lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

### **Working with outside agencies and visiting speakers**

All outside agencies and visiting speakers will be vetted and school protocol shared with them.

### **Monitoring, evaluation and training**

PSHE provision will be monitored and evaluated by the PSHE Lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually. To ensure that staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be

made available and in accordance with the school's CPD programme for staff development.

### **Working with parents and carers (consulting, informing and supporting)**

We consult and work with parents to support pupils. We wish to build a positive and supportive relationship with parents through mutual understanding, trust and co-operation. We offer information meetings and resources are available to view upon request.

Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum. Please refer to The Downley School Sex Education policy for the right to withdraw and protocols.

**PSHE Lead**  
**Susie Bojarski**  
**March 2020**

**Policy review date**  
**March 2021**

**Appendix 1**  
**PSHE curriculum overview**

**Appendix 2**  
**Ground rules for PSHE**

**Appendix 3**  
**DfE descriptors**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

**Appendix 4**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

**Appendix 6**

**List of scientific body parts (terminology) used in each year group**