

RELATIONSHIPS POLICY



A community inspiring lifelong learning.

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Signed:	J Marr
Position:	Governor
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Spinfield School Relationships Policy

1. School ethos / values statement

At Spinfield school we are 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.

2. Aims of the Relationships policy

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

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

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 (September 2020)

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 Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (September 2020)

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 Spinfield 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 to withdraw their child from designated Sex Education lessons. (Please see Sex Education Policy)

Relating to privacy and safeguarding

In Relationships Education we cover 'Being Safe', an aspect of the statutory Relationships Education curriculum which includes learning related to privacy and safeguarding. It is recommended children are taught the correct names of all body parts.

3. Development of the policy

This policy was developed by the PSHE lead in consultation with school governors, parent representatives from each class and pupils.

This policy links to the PSHE policy, Sex Education 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 development of our pupils is a vital element of education and we aim to work collaboratively with parents/ 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 to discuss any aspect of this policy and the provision in school.

4. Definition of Relationships Education

Statutory Relationships at Spinfield school is taught through the PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance. (See appendix 1) Relationships Education gives pupils the information they need to help them develop 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 the 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 offline lives and how to report any concerns or abuse and where to access help when needed.

5 . The Curriculum

Intent

Why teach Relationships Education?

Relationships Education became 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 positive 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
- Understand the importance of recognising and establishing their own 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 services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could 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 and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out 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 inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that 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 me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

*We teach the scientific names of body parts from Reception (EYFS).

What we use – Twinkl programme of study

Who All teachers will deliver the PSHE curriculum

When - a timetabled session, once a week

How delivery and content will be made accessible to all pupils including SEND - Teachers who are delivering the PSHE curriculum will consider the appropriateness of a session in relation to a child with a specific need. If necessary, the lesson will be adapted and the content will be modified and delivered in a small group or 1:1.

Where you can view curriculum information – Our PSHE curriculum can be found on the school website. Parents/carers can request paper copies of the overview.

Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. The ground rules that we use are as follows:

- ☐ No personal questions or sharing of private information.
- ☐ You have the right to pass on a question.
- ☐ No question is silly or stupid.
- ☐ Use dictionary words whenever possible.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

It may be helpful to frame the ground rules in a creative way, such as:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriate to answer in whole class lessons and these will be followed up separately on an individual or group basis. A 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 disclosures 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 maintaining good 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 off line, how to keep safe and where to go to seek help

6. 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 concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

7. 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 from 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.

8. Working with outside agencies and visiting speakers

All outside agencies and visitors will be vetted in accordance with our Safeguarding/Child Protection policy. It will be normal practice for a member of school staff to be present in a meeting with the child and outside provider to offer support and to understand the content of the session and any potential follow-up work that needs to be carried out.

9. 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 Relationships policy will be reviewed every three years.

To ensure 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

10. Working with parents and carers (consulting, informing and supporting)

Consulting and working with parents to support pupils (including parent information evenings) and web page resources / leaflets.

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 see Spinfield School's Sex Education Policy which explains a parent/carers right to withdraw their child and protocols.

Appendix 1 DfE descriptors

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

Appendix 2

	Units					
	Relationships - autumn		Living in the Wider World - spring		Health and Wellbeing - summer	
1	Be Yourself (KS1)	VIPs (KS1)	One World (KS1)	Aiming High (KS1)	Think Positive (KS1)	It's My Body (KS1)
2	Digital Wellbeing (KS1)	TEAM (KS1)	Diverse Britain (KS1)	Money Matters (KS1)	Safety First (KS1)	Growing Up (KS1)
3	Safety First (LKS2) inc. dangerous substances	VIPs (LKS2)	One World (LKS2)	Aiming High (LKS2)	It's My Body (LKS2)	Be Yourself (LKS2)
4	Digital Wellbeing (LKS2)	TEAM (LKS2)	Diverse Britain (LKS2)	Money Matters (LKS2)	Think Positive (LKS2)	Growing Up (LKS2)
4	Think positive (LKS2) + Zones of Regulation	Friendships	Diverse Britain (LKS2)	Money Matters (LKS2)	Growing Up (LKS2)	Drowning prevention Dangerous substances
5	Be Yourself (UKS2)	TEAM (UKS2)	One World (UKS2) Friendship Dangerous substances	Aiming High (UKS2)	Growing Up (UKS2) and Think Positive (UKS2 - from Y6)	Think positive (UKS2-from Y6) and Safety First (UKS2)
6	Digital Wellbeing (UKS2)	VIPs (UKS2)	Diverse Britain (UKS2)	Money Matters (UKS2)	It's My Body (UKS2)	Transition Y6-Y7 Be awesome, go big (Hachette Children's Group)

Appendix 3 – DfE guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf