

RELATIONSHIPS EDUCATION POLICY

Introduction

This policy is available on the school's website and has been developed after consultation with parents. The school chooses how to deliver the subject but statutory guidance offered by the Department for Education (DfE) is taken into account.

The policy will be promoted and implemented throughout the school.

Under 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:

- It is compulsory for all primary schools to provide **Relationships education**. Primary schools may also choose to provide sex education other than that covered by the science curriculum (which includes teaching about the external parts of the body and how the human body changes from birth, through puberty into old age).
- It is compulsory for all schools including academies and free schools, but not independent schools, to provide **Health education**. However, personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

Health education is not covered within this policy because it is covered elsewhere in a separate health education policy. The school's policies on mental health and wellbeing, ICT, nutrition, drug education, student substance abuse and first aid are also relevant to health education.

The school is mindful to make reasonable adjustments to alleviate disadvantage or vulnerability of any of our pupils under the SEND code of practice when planning for relationships education lessons. Also, teachers will not discriminate against any pupils because of any 'protected characteristics' under the relevant provisions of the Equality Act 2010 (ie age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity or sexual orientation).

Pippins School has chosen to provide an element of age-appropriate sex education to our year 5 and year 6 pupils. There are opportunities for parents to learn about the school's approach to teaching sex education and when different topics will be covered. Parents are able, on request and after discussion with the headteacher, to withdraw their children from this. However, parents may not withdraw their children from any part of relationships education nor the national curriculum in science.

Objectives and targets

The objective of relationships education at Pippins School is to teach, in an age-appropriate way, the fundamental building blocks and characteristics of healthy relationships with friends, family and other people in order to help our pupils build an inclusive, tolerant society.

Action plan

Governors

The governing board has approved this policy and will ensure that:

- This statutory policy is available on the school's website.
- Information is provided for parents on the school's programme for relationships education. (Parents may not withdraw their children from receiving lessons in relationships education).

- Information is provided for parents of year 5 and 6 pupils on the content of the school's sex education programme. (Parents may, on request and after discussion with the headteacher, withdraw their children from receiving lessons in sex education).
- Relationships education as taught at Pippins School fulfils its legal obligations and timetabled commitments.
- Relationships education is adequately resourced, well led and effectively managed, providing well planned lessons from teachers who keep up-to-date with pedagogy and technology to support the subject.
- Relationships education is delivered in a way to be accessible for all pupils with SEND so that all pupils can make progress in achieving expected educational outcomes.
- Relationships education is delivered by teachers and others with an awareness of the relevant provisions of the Equality Act 2010.

Lead teacher

The lead teacher for relationships education will:

- With the headteacher, agree who will deliver relationships education at the school, ensure that they are fully aware of the relevant provisions of the Equality Act 2010, and what resources may be used.
- Work closely with colleagues to ensure that the relationships education programme complements, and does not duplicate, content already covered in national curriculum subjects eg science or elsewhere in the PSHE curriculum.
- Arrange training in the delivery of relationships education for all staff required to teach these subjects, especially early careers teachers and new members of staff.
- Discuss with any visiting agencies the details of all aspects, including resources, of what will be covered in any session that they are being invited to provide, as well as confidentiality and reporting any safeguarding issues, before the session takes place.
- Ensure a smooth transition between primary and secondary school by advising appropriate teachers at secondary schools what pupils have learned in relationships education at this primary school.

External agencies

Pippins School occasionally uses external visitors, who can enhance delivery of the subject and bring specialist knowledge and different ways of engaging with young people, to deliver certain topics within relationships education. The lead teacher for relationships education checks in advance that the teaching delivered by visitors fits with the planned programme for teaching relationships education at Pippins School and that they are fully aware of the relevant provisions of The Equality Act 2010. Details of what will be covered by the visitor, the materials that visitor will use in the sessions, a session plan and how the session will be delivered are all discussed in advance to ensure age appropriateness for our pupils and their inclusivity. The lead teacher will also discuss, before the session takes place, how to deal with aspects of confidentiality and reporting of any safeguarding issues which might arise.

Parents

- Pippins School works closely with parents when planning and delivering relationships education. Parents are the first educators of their children and have the most important influence as their children grow, mature and form relationships. Parents are made aware of what will be taught and when.
- Opportunities for parents to learn about and ask questions about the school's approach to relationships education help increase confidence in the curriculum. The school invites parents into school to discuss informally in groups or individually what will be taught, address any concerns and helps support parents in managing conversations with their children on these issues. The relevant provisions of the Equality Act 2010 will be explained to parents. Resources used in the teaching of relationships education will be available for parents to view and a survey is taken after sessions to assist in monitoring and evaluation of the subject.
- Pupils in years 5 and 6 receive sex education to assist them as they prepare for the transition to secondary school. Parents are invited into the school to be informed on the details of the age-appropriate sex education that is taught at Pippins School and to offer them support in how to talk to their children about sex education.
- Parents are able on request, and after discussion with the headteacher, to withdraw their children from sex education (but not relationships education or national curriculum science, which includes teaching about the external parts of the body and how the human body changes from birth, through puberty into old age.) Appropriate purposeful education will be provided for pupils who are withdrawn from sex education lessons during the withdrawal periods.

School nurse

A visiting school nurse is involved with topics relating to the school's sex education programme as required.

Topics to be covered in relationships education

The religious background of all pupils will be considered when planning teaching, so that those sensitive topics that need to be taught are appropriately handled.

Teaching will reflect the law, particularly with reference to the Equality Act 2010, so that pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Families and people who care for me

Pupils learn:

- That stable, caring relationships, which may be different from their own, can give love, security and stability to children as they grow.
- That family life involves a commitment to one another, including through difficult times, providing care, spending time together and sharing each other's lives.
- That marriage represents a formal and legally recognised commitment of two people to each other intended to be lifelong.
- To understand relationships that are likely to lead to happiness and security and recognise those which may be less positive.

- How home circumstances and needs of families may differ from one another eg explaining that some children may be young carers within their family or that 'looked-after' children have a different structure of support around them which may not include parents.
- How to recognise if family relationships make children feel unhappy or unsafe and how to seek help from others in these circumstances if necessary.

Caring friendships and respectful relationships

Pupils learn:

- How making friends makes us feel happy and secure, and how people choose and make friends.
- That friendships are characterised by 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 to others and do not make others feel excluded.
- That most friendships may have problems but 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 can be trusted 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.
- To be respectful of others, however different they may be from themselves, and not to be led by stereotypes, which may be negative, unfair or destructive.
- To develop self-respect and expect to be treated with respect by others.
- To understand different types of bullying (including cyberbullying), its impact, and how to deal with it and get help when needed.
- To build resilience, self-control, courage, humility, forgiveness and a sense of justice.
- To stick at tasks, work towards long-term rewards and persevere despite knock backs.
- To be courteous and well mannered: to take turns, treat each other kindly, generously and with consideration.
- The importance of honesty, integrity and truthfulness.
- To seek permission and give permission in relationships with family, friends and others.
- The concepts of personal privacy.

Online relationships and internet safety and harms

Pupils learn:

- How information and data is shared and used online, eg sharing pictures.

- To understand that many websites are businesses, how sites may use information provided by users in ways they might not expect and which might be harmful to them.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- To consider carefully their online friendships and sources of information and being aware of the risks associated with them.
- That people sometimes behave differently online, eg 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.

Being safe

Pupils learn:

- The knowledge needed to be safe including that it is not always right to keep secrets if they relate to being safe.
- The concept of privacy and the implications of it for both children and adults; How to recognise and report feelings of being unsafe or feeling bad about any adult.
- That they have rights over their own bodies and to report concerns or abuse, including emotional, physical and sexual abuse. This is done by focusing on personal boundaries and privacy in friendships at school, in families and with others (both online and offline).
- How to respond safely and appropriately to adults whom they may not know (in all contexts, including online).
- 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.

Health-related topics

For health-related topics in relationships education see aspects of the following school policies:

- Health education policy.
- Mental health and wellbeing policy.
- Nutrition policy for healthy eating.
- Drug education and student substance abuse policies.
- First aid policy.
- ICT policies for internet safety and harm.

Sex education in years 5 and 6 at Pippins School

By building on the national curriculum in science, sex education is taught in years 5 and 6 as part of a study of human body systems. Pupils learn how the body works and the functions of various parts of it, including menstruation. The act of sexual intercourse is not dealt with in isolation, and emphasis of

sexual activity in the context of loving relationships is stated. Teaching staff deal with no other examples of sexual relations in this context. If other questions do arise, such as possible relationship between members of the same sex, staff will not go into further details.

In year 6, towards the end of each term, one of the following topics is dealt with:

- *Puberty, male and female development*
How a baby is conceived and born.
- *An awareness of contraception*
The aim here is to explain the purpose of it and increase awareness that different forms of contraception are available. There is a more detailed explanation of the use of condoms as a contraception method and disease prevention by its use, eg AIDS.
- *An awareness of sexually transmitted diseases*
Here the aim is to know that such diseases exist and how their spread can be reduced.

Our teachers are aware that effective relationships education and sex education may lead to disclosure of a child protection issue and they will rely on the school's child safeguarding policy to handle any such matter as confidentially as possible.