

"Enabling every child to achieve their best"

Relationships Education Policy* (from 2021 onwards)



Approved by: The Governing Body of Fullwood Primary School

Date: to be approved after consultation

Last reviewed on: 1st September 2023

Next review due by: 1st September 2024

*Referred to as Relationships and Sex Education by the Department for Education

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	3
4. Definition	3
5. Safeguarding	3
6. Curriculum	3
7. Delivery of REd	4
8. Roles and responsibilities	4
9. Parents' right to withdraw	5
10. Training	5
11. Monitoring arrangements	5
Appendix 1: Department of Education Guidance - By the end of primary school pupils should know	6
Appendix 2: Curriculum map	8

1. Aims

The aims of Relationships Education (REd) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around the concept of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Fullwood Primary School, spiritual, moral, social and cultural development, along with a well-planned and structured programme of personal development, underpins all of our work, is embedded within our curriculum and is monitored as closely as academic subjects. We believe in providing a safe and stimulating environment which enables every child to achieve their best through varied learning experiences so that they can be confident, happy, healthy pupils who are lifelong learners. This is our school's vision and we believe that positive relationships between children, teachers, parents and carers will help us to achieve our vision. The aspects covered in Relationships Education will hold our pupils in good stead to enable them to navigate the world in which they live throughout childhood but also into adulthood. Additionally, it provides a good foundation for the further delivery of this subject at secondary school.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We intend to work within the context of safeguarding and maintaining a child centred approach in accordance with the 'Keeping Children Safe in Education Document' (DFE, Sept 2020)

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

At Fullwood Primary School, we teach REd as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance. We will be using DFE and Redbridge guidance and documentation but adapting the curriculum map and policy in response to the community we serve as well as responding to comments from parents in 4 stages of consultation, while adhering to statutory requirements of the DFE.
2. Staff 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 meetings about the policy
4. Pupil consultation – we investigated what exactly pupils want from their REd
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Please refer to the [REd strategy & Action plan](#) to see these steps in further detail.

4. Definition

REd, at Fullwood Primary School, is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, keeping safe and personal identity.

REd involves a combination of sharing information, and exploring issues and values.

REd is **not** about the promotion of sexual activity.

5. Safeguarding

The relationships education curriculum will include safeguarding elements which aim to enable children to be able to report concerns or abuse using the vocabulary to do so. This will incorporate the use of proper names for body parts including penis and vulva. Our safeguarding policy will be applied to and supported by all aspects of REd and any disclosures or issues arising as part of REd will be dealt with in line with our safeguarding policy.

6. Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.

Fullwood Primary school has made the decision **not** to include any additional content on sex education. Therefore our REd curriculum will only cover the statutory aspects from the REd guidance and the national curriculum. With this in mind, we have decided to refer to RSE as Relationships Education (REd) when implementing it through the school.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Children will be able to ask questions, responses should be evidence based, age appropriate, based on the law and sensitive to the needs of children. Home and School partnership and communication and an understanding of the school's approach to safeguarding disclosures is important. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so the children are fully informed and don't seek answers online. Where children ask questions that are outside the scope of this policy, teachers will suggest that children discuss these with their parents and notify parents where appropriate.

The Primary National Curriculum includes:

- Preparing boys and girls for the changes that adolescence brings (puberty). This will be taught in the Autumn of Year 5.
- Describe the life process of reproduction in some plants and animals (in the science curriculum). This is taught through science lessons in Year 6.

For more information about our curriculum, see our curriculum map in Appendix 2.

7. Delivery of REd

REd is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of REd are taught within the science curriculum, and other aspects are included in religious education (RE). Online safety and keeping children safe when using the internet is taught through the Computing curriculum. Healthy lifestyles will be taught through the PE and science curriculum as well as being at the forefront of the wider curriculum.

We are aware that some sessions, throughout different age groups and dependent on individual needs, may suit being taught with amendments to teaching organisation i.e. in single gender groups or smaller groups.

The Law

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

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 REd 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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Inclusion

At Fullwood we celebrate difference and diversity. The bullying or discrimination of anyone for any reason is not acceptable. It is expected that our Relationships Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Fullwood a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

REd is inclusive of all children including those with SEND (special educational needs and disability). The curriculum will be adapted to ensure the needs of each individual child are met and is accessible to their level of understanding. This may mean that some children will access lesson objectives outside of their chronological age group. Lessons will be delivered individually and as groups, dependent on objectives and needs. Resources will be adapted to ensure objectives are fully accessible and engage the children.

8. Roles and responsibilities

8.1 The governing body

The governing body will approve the REd policy, and hold the headteacher to account for its implementation.

8.2 The Executive headteacher/Head of School

The headteachers are responsible for ensuring that REd is taught consistently across the school.

8.3 Staff

Staff are responsible for:

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

- Choosing educational resources and materials that are age appropriate and enhance the teaching of REd, exercising their professional judgement and that are in line with their legal duty in relation to impartiality. These may include PSHE Association, Twinkl, LGFL resources. In the event of external agencies/tools/resources being used, we will ensure that the materials comply with this policy.

Staff do not have the right to opt out of teaching REd. Staff who have concerns about teaching REd are encouraged to discuss this with the headteacher and get support from the PSHE leader to deliver the lessons with confidence. All class teachers are responsible for teaching REd at Fullwood Primary School. The PSHE leader, with the support of the well being leader, is responsible for coordinating REd within the PSHE curriculum. The curriculum lead is responsible for overseeing the PSHE leader.

8.4 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education as there will be no non-statutory sex education being taught at Fullwood Primary School.

Fullwood Primary School will not teach any sex education in addition to that which is covered in the science curriculum.

10. Training

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

The headteachers will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching REd.

11. Monitoring arrangements

The delivery of REd is monitored by the PSHE leader, through:

- planning scrutinies
- learning walks
- teacher questionnaires
- curriculum coverage
- pupil questionnaires
- pupil outcomes
- lesson observations

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

This policy will be reviewed by PSHE leader annually. At every review, the policy will be approved by the headteachers and the Governing Body

Approved by the Governing body : 1st November 2022

Next review : September 2023

Appendix 1 (Statutory Government Guidance): 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
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
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)

- | | |
|--|---|
| | <ul style="list-style-type: none">● 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 |
|--|---|

Notes from guidance

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Appendix 2 - Fullwood Curriculum Map - Please see curriculum map on school website (www.fullwoodprimary.co.uk)