

Relationships Education Policy



Westgate C.P.
School



Version	Date	Author	Comments
1	April 23	Mrs. R Kidd	

Date Approved:	5 April 2023
Approved By:	CoG
Statutory Policy:	Yes
Review Cycle:	Annually

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development.....	4
4. Definition	4
6. Delivery of Relationships Education	5
7. Roles and responsibilities	6
8. Parents' right to Withdraw	7
9. Training	7
10. Monitoring arrangements.....	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school, pupils should know:	11
Appendix 3: Golden Rules and Learning Behaviours	13

1. Aims

The aims of Relationships Education 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 sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Promote self-esteem, emotional health and wellbeing to help children form and maintain worthwhile and satisfying relationships, based on mutual respect for themselves and for others, at home, school, work and in the community
- Reflect and develop the values and ethos of the PSHE and Citizenship programme.

The objectives of Relationships Education at Westgate are to:

- Provide the knowledge and information to which all pupils are entitled
- Clarify and reinforce existing knowledge
- Raise pupils' self-esteem and confidence, especially in their relationships with others
- Help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- Provide the confidence to be participating members of society and to value themselves and others
- Help gain access to information and support
- Develop skills for a healthier safer lifestyle
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- Respect and care for their bodies and be aware of scientific terminology for body parts
- Be prepared for puberty and adulthood
- To fulfil the science elements of the National Curriculum

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](#).

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 Westgate CP, we teach Relationships Education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils 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
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 a meeting about the policy
4. Governor consultation – the policy was shared with governors
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. 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 curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our PSHE curriculum links closely to the school's 3 Golden Rules, Learning Behaviours and the British Values (see Appendix 3). Termly whole school SMSC theme days further support the PSHE curriculum and can also be seen on the document in Appendix 1.

6. Delivery of Relationships Education

At Westgate CP, 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). Whole school assemblies are used to reinforce messages taught in lessons. Termly whole school SMSC theme days further support the PSHE curriculum.

Some sessions may be delivered by external professionals e.g. One Life and the nursing team.

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

Health education focuses on teaching the fundamental building blocks and characteristics of healthy lifestyles including:

- Mental wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (puberty)

Staff will ensure safe and effective Relationships Education sessions through:

- Setting ground rules with their class to ensure that everyone feels safe to participate and understands boundaries around behaviour and questions.
- Using question boxes in KS2 to help pupils ask the questions they need to
- Delivering lessons in a balanced, non-judgemental way without giving personal views.

- Answering pupils' questions in a factual, age appropriate way
- Teaching of all pupils and families inclusively

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).

The overview of the Health and Relationships programme is:

- Healthy and happy friendships
- Similarities and differences
- Caring and responsibility
- Families and committed relationships
- Healthy bodies, healthy minds
- Coping with change

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

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.

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
- Maintaining a whole class PSHE book that celebrates the Relationships Education Curriculum

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 Relationships Education and PSHE coordinator is Mrs. Holly Gaught.

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.

9. Training

Staff are supported with the delivery of Relationships Education by phase leads and the PSHE lead. Training is included in the professional training calendar as appropriate.

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

10. Monitoring arrangements

The delivery of Relationships Education is monitored by Mrs. Rhonda Kidd (Acting Headteacher) and Mrs. Holly Gaught (PSHE / Relationships Education Co-ordinator) through lesson observations, planning scrutinies, learning walks and pupil perception surveys, which will be undertaken to inform the quality of education in Relationships Education

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

This policy will be reviewed by Mrs Holly Gaught (PSHE / Relationships Education Lead) annually. At every review, the policy will be approved by the Full Governing Body, in line with our policy schedule. The governor responsible for Relationships Education is Anna Berridge.

Appendix 1: Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Multicultural Day Black History Month	Anti-Bullying Week	Safer Internet Day	Fair Trade Fortnight	Healthy Body, healthy mind Day First Aid Day Sun Safe	Careers Day Prefect Elections
Y1 to Y6	Healthy and happy friendships	Our similarities and differences	Caring and Responsibility	Families and committed relationships	Healthy body, healthy mind	Coping with change
Y1	Making friends and getting along <ul style="list-style-type: none"> Friends Kindness Getting along, sharing and turn taking 	Recognising strengths and respecting differences <ul style="list-style-type: none"> I am special Who I am makes me unique We don't all feel the same way 	Our special people <ul style="list-style-type: none"> My special people How our special people care for us Keeping safe 	The importance of family <ul style="list-style-type: none"> My family Our families Superhero families! 	Amazing Bodies <ul style="list-style-type: none"> My amazing body Private body parts (introducing correct terminology) Looking after our bodies 	Growing and Changing <ul style="list-style-type: none"> Animal babies How have we changed? A future me
Y2	What makes a happy friendship? <ul style="list-style-type: none"> What makes a happy friendship? Personal boundaries Worries 	Strengths, abilities and stereotypes <ul style="list-style-type: none"> My strengths and abilities Stereotypes Whose job? 	Special people in our communities <ul style="list-style-type: none"> Community helpers When we need help Our communities and groups 	The diversity of families <ul style="list-style-type: none"> Who is in a family? A happy family Families of all kinds 	Staying safe and healthy <ul style="list-style-type: none"> Healthy feelings Staying safe at home Feeling poorly 	Growing up and setting goals <ul style="list-style-type: none"> When I am older Looking at changes ahead Goals
Y3	Being a good friend <ul style="list-style-type: none"> What makes a good friend? Personal space Resilience 	Valuing and respecting one another <ul style="list-style-type: none"> Different but equal Our school community Valuing one another; consider people's feelings 	Responsibility and boundaries <ul style="list-style-type: none"> Being responsible Responsibility and personal space Caring and empathy 	Different types of committed relationships <ul style="list-style-type: none"> Commitment and marriage All change! Family changes: when parents separate 	Sleep, food and hygiene <ul style="list-style-type: none"> The power of sleep Making healthy food choices Germs! 	Coping with feelings when things change <ul style="list-style-type: none"> New changes Feeling sad and showing empathy Happiness

Y4	Solving friendship difficulties <ul style="list-style-type: none"> • Qualities of a good friend • Solving friendship difficulties • Personal boundaries and permission 	Identity and Diversity <ul style="list-style-type: none"> • Being British • Making a judgement • A different point of view 	Rights and responsibilities <ul style="list-style-type: none"> • Our rights, our responsibilities • The UN convention on the Rights of the Child • Family roles and responsibilities 	Families and other relationships <ul style="list-style-type: none"> • Difficult relationships: boundaries and behaviour • Belonging • Caring families 	Influences and personal choices <ul style="list-style-type: none"> • Healthy influences • Making healthy choices • Dealing with feelings 	Puberty and hygiene <ul style="list-style-type: none"> • What is puberty? • Understanding periods • Keeping clean as we grow and change
Y5	Changing friendships <ul style="list-style-type: none"> • Identity • Peer pressure • Emotional and health wellbeing 	Celebrating strengths and setting goals <ul style="list-style-type: none"> • Strengths and abilities • Setting goals • Online safety 	Caring in the community <ul style="list-style-type: none"> • Changing needs • Feeling lonely • Why volunteer? 	Healthy, committed relationships <ul style="list-style-type: none"> • Values of healthy relationships • Diversity in relationships 	Valuing our bodies and minds <ul style="list-style-type: none"> • Valuing ourselves • Alcohol, tobacco and drugs • Keeping well 	Puberty and emotions <ul style="list-style-type: none"> • Puberty • Puberty and emotions • Emotional changes: managing well
Y6	Relationships and feelings <ul style="list-style-type: none"> • Personal safety • Relationships and change • Wider emotions 	Respectful behaviour online <ul style="list-style-type: none"> • Identity online • Online bullying • Identities and belonging 	Responsible behaviour as we get older <ul style="list-style-type: none"> • Taking care of myself • Looking after my money • Transition to secondary 	Healthy, committed relationships <ul style="list-style-type: none"> • It's all about commitment 	Being the best me <ul style="list-style-type: none"> • Being the best me • Social media and our wellbeing • Talking care of our mental health 	Coping with emotional effects of life changes <ul style="list-style-type: none"> • Body image • Puberty and changing relationships • Moving on

Healthy and Happy friendships explores friendship: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.

Similarities and Differences explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps recognise their own personal strengths and abilities, and develop self-respect.

Caring and responsibility focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.

Families and committed relationships explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship.

Healthy bodies, healthy minds explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.

Coping with change explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

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
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: Golden Rules and Learning Behaviours

Golden Rules

- Be kind in what you do and say
- Follow instructions
- Look after our school

Learning Behaviours

- Pride
- Resilience
- Courage