

Relationships Education Policy



Updated June 2022

At Charlwood Village Primary School we believe that from a young age children need to be able to make informed decisions regarding the relationships they encounter as well as having a clear understanding of the impact of their choices. Children need to be able to express their feelings and have a secure understanding of what is and isn't appropriate in the different relationships they encounter. We also believe that by improving children's knowledge of relationships and confidence in expressing their feelings is also an effective way to safeguard them from potentially harmful situations.

Although primary schools are no longer required to teach Sex Education as part of PSHE it is still routed in the Science curriculum. The Department for Education states:

'The DfE recommends that all primary schools should have a relationships and sex education programme tailored to the age, physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born.'

Effective Personal, Social, Health and Economic Education (PSHE) enables children and young people to make responsible and well informed decisions about their lives. The aim of Relationships Education, taught through PSHE, is to help and support children and young people through their physical, emotional and moral development. Relationship and Sex Education, if successful, should help children and young people learn to respect themselves and others and move with confidence from childhood to adolescence.

How is Relationship Education Provided?

At Charlwood Village Primary School Relationship Education is taught through the Personal, Social, Health and Economic Education framework and Sex Education is taught through the Science National Curriculum. Each year group will visit an area of Relationship and Sex Education (RSE) which is appropriate for their age group. By the end of Key Stage 1 in science, pupils will have learnt:

- That animals, including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans and other animals
- That humans and other animals can produce offspring and that these offspring grow into adults
- Recognise similarities and differences between themselves and others and to treat others with sensitivity

By the end of Key Stage 2 pupils will have learnt:

- To describe the life processes of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To recognise that living things produce offspring of the same kind

The above is part of the Science National Curriculum and is statutory.

Pupils will be learning this through the Personal, Social and Emotional Development (PSED) in the Early Years and PSHE curriculum in Key Stage 1 through the topic 'Ourselves'. In Key Stage 2 this will be taught in science and PSHE lessons. RSE will be taught in the Summer Term of each year group to give pupils time to mature throughout the year and for the maximum time available for teachers to get to know pupils. Teachers will use the resource 'All About Us ~ Living and Growing' Channel 4 DVD to support RSE lessons. The programmes will be watched by the following year groups:

- Early Years ~ Programme 1 'Differences'
- Year 1 ~ Programme 2 'How did I get here?'
- Year 2 ~ Programme 3 'Growing Up'
- Year 3 ~ Programme 4 'Changes'
- Year 4 ~ Programme 5 'Girl Talk' and Programme 6 'Boy Talk' ~ pupils will see both programmes
- Year 5 ~ Programme 6 'How Babies Are Made'
- Year 6 ~ Programme 7 'How Babies Are Born'

Please note that as pupils are in mixed age groups they will be separated to watch the DVD programmes and to discuss relevant parts of the PSHE which are related to RSE.

Parents will be invited to view the DVD before it is shown in the summer term.

Relationships Education

In September 2020 PSHE became statutory in schools. It is now statutory for Relationships Education to be taught as part of PSHE.

By the end of primary schools pupils will have learnt the following:

Families and People Who Care for Me

- 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. 21
- 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

- 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

- 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

- 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.

Elements of Online Relationships will also be taught through our Computing Curriculum.

Being Safe

- 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.

Big Think Time and Assemblies

Relationships Education is also taught through our assemblies and Big Think Times. For example identifying healthy and unhealthy relationships.

Worry Boxes and Time to Talk

In each class there are Worry Boxes. In Wren Class pupils are able to place their name in the Worry Box and an adult will speak to them. In Owl Class pupils can either write their name or write their worry and a class adult will talk to the pupil about their worry. In Key Stage 2 pupils can write their worries and put them in the Worry Box.

In October 2020 Time to Talk was introduced at lunchtimes. Pupils in KS1 and KS2 can speak to an adult about their worries. Staff members have been trained to carry out this role.

There may be occasions where elements of Relationships Education are also covered with individual pupils.

How will Relationship Education Be Monitored?

Relationships Education will be monitored through PSHE monitoring. This will be through the teachers planning, lesson observations and children's work, which is in line with other curriculum subject monitoring.

The Relationship Education Policy will be reviewed every year by the Governing Body.

Parents Right to Withdraw Their Child

Parents are entitled to withdraw their child from the RSE elements which are NOT part of the Science National Curriculum. Parents who wish to withdraw their child should make an appointment to speak to the Headteacher.

Other Policies:

This policy should be read in conjunction with:
Child Protection and Safeguarding Policy

PSHE Policy
Health and Safety Policy
Whistle Blowing Policy
Behaviour Policy
Special Educational Needs and Disabilities Policy
Anti-Bullying Policy
Online Safety Policy

Success Criteria

We will know that this policy has been successful when pupils:

- Are confident in expressing their views and feelings.
- Have a secure understanding of reproduction.
- Understand what is appropriate and not appropriate in different relationships.
- Understand the main differences between male and female.
- Have a respect for themselves and each other.
- Understand the changes which they will go through both physically and emotionally.