Medlock Primary School

Relationships Education Policy

Ratified: March 2020

Review:

Contents

1. Aims

The aims of relationships education at Medlock Primary School are to:

- Provide a framework in which sensitive discussions can take place:
- Help pupils develop feelings of self-respect, confidence and empathy:
- Create a positive platform for open discussions about the nature of relationships, their purpose and the roles taken in them:
- Understand and recognise the many forms a relationship can take:
- Understand all relationships are mutual and consensual:
- Place relationships within the context of the Medlock School Expectations:
- Discuss relationships within the context of the 5 British Values.

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.

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 Medlock Primary School 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:

Review – a working group pulled together all relevant information including relevant national and local guidance.

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

Parent / Stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.

Pupil consultation – we investigated what exactly pupils want from their RSE.

Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

Relationships Education looks at relationships. In particular;

- Nature of relationships

- Different forms of relationship
- Relationships in the context of British Values and Human Rights legislation
- Consent
- Self Esteem

Relationships education involves a combination of sharing information and exploring issues and values.

Relationships education does not promote any relationship form.

Relationships education is designed to reflect the diversity of our school community.

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, taking into account 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.

6. Delivery of Relationships Education

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum.

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
- Family structures, marriages and civil partnerships
- Being safe

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

7. Roles and responsibilities

The governing board

The governing board will approve the Relationships policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that Relationships are taught consistently across the school.

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to different forms of relationship
- Monitoring progress
- Responding to the needs of individual pupils

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

9. Monitoring arrangements

The delivery of RSE is monitored by PHSE curriculum Leader through: planning scrutinies, learning walks and formal observations

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

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Curriculum Sub-Committee.

10. Monitoring arrangements

The delivery of Relationships Education is monitored by the school leadership team. Monitoring takes the form of planning scrutinies, learning walks and in some instances paired or team teaching.

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

This policy will be reviewed annually.

 At every review, the policy will be approved by the governing board.

Appendix 1

Curriculum Map

Term	Year Group	Theme	Key Outcomes
Autumn	Reception	**Families and people who care about me**	● That families are important for children growing up because they can give love, security and stability.
		Caring friendships	● How important friendships are in making us feel happy and secure, and how people choose and make friends.
	Year 1	**Families and people who care about me**	● That families are important for children growing up because they can give love, security and stability.
		Caring friendships	● How important friendships are in making us feel happy and secure, and how people choose and make friends.
	Year 2	**Families and people who care about me**	● 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.
		Caring friendships	● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
	Year 3	**Families and people who care about me**	● 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.
		Caring friendships	● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
	Year 4	**Families and people who care about me**	● 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.
		Caring friendships	● 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 (physical or emotional) is never right.
	Year 5	**Families and people who care about me**	● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

		Caring friendships	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
	Year 6	**Families and people who care about me**	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 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
Spring	Reception	**Respectful relationships**	Recognising and celebrating each others differences.
	Year 1	**Respectful relationships**	- Recognising and celebrating each others' differences, backgrounds, beliefs, character and physical attributes. - The conventions of courtesy and manners.
	Year 2	**Respectful relationships**	- Practical steps they can take in a range of different contexts to improve or support respectful relationships. - The conventions of courtesy and manners.
	Year 3	**Respectful relationships**	- Self-knowledge and self-respect and how this links to happiness and positive relationships. - We should show to each other and expect respect in return.
	Year 4	**Respectful relationships**	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.
	Year 5	**Respectful relationships**	- 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 - Consent.
	Year 6	**Respectful relationships**	The importance of permission-seeking and giving in relationships with friends, peers and adults - Consent.
Summer	Reception	**Being Safe**	- What Friends do and how friends behave. - That each person's body belongs to them, the differences between appropriate and inappropriate or unsafe physical, and other, contact - Through PANTS (NSPCC)
	Year 1	**Being Safe**	- What Friends do and how friends behave. - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

			● That each person's body belongs to them, the differences between appropriate and inappropriate or unsafe physical, and other, contact - Through PANTS (NSPCC)
	Year 2	**Being Safe**	● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know - Stranger Danger. ● How to recognise and report feelings of being unsafe or feeling bad about any adult
	Year 3	**Being Safe**	● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know - Stranger Danger. ● How to recognise and report feelings of being unsafe or feeling bad about any adult
		Online relationships (E-safety)	● That people sometimes behave differently online, including by pretending to be someone they are not.
	Year 4	**Being Safe**	● 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
		Online relationships (E-safety)	● 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
	Year 5	**Being Safe**	● 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
		Online relationships (E-safety)	● 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
	Year 6	**Being Safe**	● 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

		Online relationships (E-safety)	● 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

<u>School Expectations</u>

We are kind and helpful

We listen

We are responsible for our choices

We challenge ourselves

We look after each other's property

Appendix 3

British Values

Please see the government publication 'Promoting fundamental British values as part of SMSC in schools'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

The 5 British Values are as follows;

Democracy.

The rule of law.

Individual liberty.

Mutual respect.

Tolerance of those of different faiths and beliefs.