The Ivory Federation

Propps Hall Junior, Infant and Nursery School Springhead Infant and Nursery School Rushcroft Primary School

RELATIONSHIPS EDUCATION POLICY

RATIONALE

To embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Today's children and young people are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Within our schools, we offer high quality, evidence-based and age-appropriate teaching of relationships and health education, preparing pupils for the opportunities, responsibilities and experiences that life will bring. Our curriculum supports young people to develop resilience, to know how and when to ask for help, and to know where to access support. This, alongside our wider curriculum, helps to foster pupil wellbeing and develop strength and character that we know is fundamental to pupils being happy, successful and productive members of society.

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 RSE, we must have regard to guidance issued by the secretary of state as outlined in *section 403 of the Education Act 1996* and the *Department for Education statutory guidance relating to Relationships, Sex and Health Education 2019.*

PURPOSE

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Encourage consideration of values, moral issues, sexuality, personal relationships and the development of communication and decision-making skills
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Foster self-esteem, self-awareness, a positive body image and the skills to avoid and resist unwanted sexual experiences and a sense of moral responsibility
- Help to develop feelings of self-respect, confidence and empathy
- To be complementary to, and supportive of, the role of parents/carers in educating their children about sexuality and relationships. To recognise that the prime responsibility for bringing up children rests with parents and carers, though it equally recognises that the focus of relationships and sex education must be the well-being of children and the provision of accurate, objective and appropriate information.

RSE involves a combination of sharing information and exploring issues and values. **RSE is not about the promotion of sexual activity**.

BROAD GUIDELINES

CURRICULM CONTENT & ORGANISATION

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Our long-term curriculum plan details the overarching topic each half term and the curriculum subjects being taught within it, this also includes subject specific detail. The medium term plans provide teachers with specific units of learning and desirable learning outcomes for each subject. The learning intentions and outcomes directly

link to the overarching theme and ensure good curriculum coverage and knowledge acquisition. Each topic is taught as a block of learning each half term. Our RSE curriculum is divided in to 3 key areas: Health & Wellbeing, Relationships and Living in the Wider World. Within the 3 key areas, RSE has a variety of themes that encompass the whole curriculum.

Across the school year, each year group will have either 5 or 6 key pieces of learning, as follows:

NURSERY	RECEPTION	YEAR 1	YEAR 2
Relationships: Families and friends, being special. **Health & Wellbeing** Life cycles, difference between old and young. **Health & Wellbeing:** Homes and houses. Knowing what makes a house a home. **Health & Wellbeing** Bedtime routines and the importance of sleep. **Safety:** Wearing appropriate clothing for different weather **Healthy eating**: Healthy & Unhealthy snacks	**Personal hygiene**: Tooth brushing **Safety:** Role of emergency services and how to call 999 **Relationships**: Being kind and caring to family and friends **Relationships**: Similarities and differences in people **Safety:** Know how to ask for help **Health & Wellbeing**: Know that we have feelings and that they can make us behave differently **Health & Wellbeing:** Life cycles, growing & changing **Health & Wellbeing:** importance of the environment. Importance of water on our physical health.	**Safety**: Know that there are similarities and differences in bodies and that some parts are private **Internet safety:** know what the internet is and that not everything is true on it **Personal Safety:** Know how to ask for help both inside and outside of school and that we have a right to feel safe **Safety:** Calling 999 and how to raise the alarm when in danger. Road safety (Green Cross Code) & Fire Safety (hazards and precautions). **Personal hygiene**: Handwashing **Feelings:** Changing emotions **Relationships**: Healthy family life, spending time together, protection & care, happy friendships.	**Personal hygiene:** Oral health including tooth decay. Germs and bacteria and how they spread. **Internet safety**: Strangers online (and offline), rules for being safe online, dealing with 'pop-ups'. **Relationships:** Know that families are characterised by love and care. Know that families can be different (physically, in character, personality or backgrounds) **Healthy Eating**: Healthy balanced diets, the importance of fluids, choosing healthy drink options **Relationships**: Spending time with family, hobbies & interests, loneliness, asking for help

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Health & Wellbeing: Being active and the importance of physical and mental health and sleep. Risks and effects of inactive lifestyles and lack of sleep. **Internet Safety**: Knowing what information should be kept private and the dangers associated with sharing information online. **Health & Wellbeing:** Drugs that help us to be well. The scientific facts relating to bacteria, viruses, allergies, immunisations and vaccines. **Relationships**: Healthy and unhealthy friendships. Similarities and differences in people and stereotypes. **Health and Wellbeing**: Drug education- Cigarettes and alcohol	**Relationships:** Bullying and peer pressure. Knowing who to trust and who to ask for help **Internet safety:** Risks of excessive time spent on electronic devices. Impact of positive and negative online content on their own and others physical and mental wellbeing. **Health & Wellbeing:** First aid training. The basic concepts of first aid in relation to asthma, choking, burns, bleeding, bone and head injuries **Relationships:** Characteristics of friendships and supporting with problems and difficulties. Ways to express gender. Impact of bullying on mental health. **Relationships**: Dealing with conflict and resolution. Understand negotiating and compromising and reaching a common agreement	**Safety:** (NSPCC) Know that there are different types of abuse and when to identify feeling unsafe. Trusting people & the function of Childline **Relationships:** Know the characteristics of friendships. Know how to judge a friendship that is unhappy or uncomfortable. Explore the difference between equality, power and control. **Health & Wellbeing:** Puberty and the menstrual cycle (girls only) **Relationships**: Different type of family relationships and partnerships **Internet Safety:** Positive and negative internet content including trolling, abuse, bullying and harassment. The impact of online actions.	**Safety:** (Child Sexual Exploitation) Understand what grooming is, how it develops, how to identify and reduce risks and where to seek help & support **Safety:** (NSPCC) Know that there are different types of abuse and when to identify when they are feeling unsafe. Know who they can trust and what Childline is. **Health & Wellbeing:** Puberty and the changing adolescent body. **Safety**: Anti-social behaviour and suspicious behaviours **Relationships**: Stereotypes, homophobia and the meaning of LGBT **Health and Wellbeing:** Drug Education- Knowing some of the laws about drugs in this country. Know the facts about legal and illegal harmful substances and associated risks.

The above 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 full and expanded version of the curriculum can be accessed via the school website.*

THE SCIENCE CURRICULUM AND SEX EDUCATION

In the National Curriculum, **the basics of sex education fall within the science curriculum**. The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction. **In Year 2**, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. **In Year 5**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

SENSITIVE CURRICULUM CONTENT

Good quality resources are used to teach the more sensitive elements of the RSE curriculum, as follows:

- Abuse and Personal Safety: The NSPCC comes into school to deliver workshops and assemblies
- Personal Safety- Grooming: The school uses 'Love Rocks' as an approved programme with lesson plans
- Drug Education: The school uses 'Coram Life Education Scarf' as an approved programme with lesson plans
- Gender and LGBT: The school uses 'Stonewall' as an approved programme with lesson plans
- First Aid: Training from the British Red Cross is used for all methods of administering first aid

PARENTS' RIGHT TO WITHDRAW

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

As a primary school, we have elected not to teach any additional lessons related to sex education other than those as defined above in science, the science curriculum is compulsory.

CONCLUSION

Through the successful implementation of this policy, the children will have the opportunity to explore and internalise the complexities of families, friendships, relationship and being safe in the wider world. The children will have greater knowledge of how to be safe and feel safe, they will be better equipped to identify risks and have strategies to reduce them.

This policy was written in May 2020

Linked policies

This policy should be read alongside all policies but more specifically:

E-safety, acceptable use and data p
Child Sexual Exploitation
Behaviour
Anti-bullying
Safeguarding