

Olive Hill Primary School



Learning together, achieving success.

Relationships Education Policy

September 2020

Policy Tracker - Responsibility for monitoring this policy: Local Governing Body (Reviewed bi-annually or in response to changes in legislation or operating procedures)			
Date	Reviewed By:	Role	Date Approved by the Governing Board
01/09/20	S Shinner and J Jenkins	Lead persons for SMSC	01/09/21

Our core value is the belief that we are here for each and every child. We believe that fairness is giving every child what they need to be happy children, successful learners, confident individuals and responsible citizens.

In delivering our core value, we demonstrate a commitment to excellence and continuous growth through developing leadership in every role, trust and transparency. Our school motto is: learning together, achieving success.

At Olive Hill we deliver a broad and balanced curriculum that incorporates:

- Character development
- Academic achievement
- Oracy

We are rigorous, robust and relentless in our pursuit of excellence through having the highest expectations of the children and ourselves.

We believe in learning without limits.

Definition of Relationships Education:

Under the new guidance issued by the DfE, by September 2021, Relationships Education at primary school will be compulsory.

Relationships Education is lifelong learning about physical, moral and emotional development. Relationships Education gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships. It will also allow children to learn age-appropriate knowledge about the body, reproduction and sex. Relationships Education is not about the promotion of sexual orientation or sexual activity.

The teaching of Relationships Education supports our Rights Respecting ethos. In particular, Article 14 (Freedom of thought, belief and religion) and Article 29 (Goals of Education).

Aims:

At Olive Hill, our Relationships Education programme demonstrates and promotes children to:

- Learn the value of respect, care and love.
- Respect and care for their own bodies (including health and hygiene, and the use of correct vocabulary to describe themselves and their bodies).
- Respect themselves and others within all relationship types.
- Appreciate that different, successful family structures exist.
- Value family life within stable, loving and committed relationships.
- Be accepting of difference and diversity.
- Be prepared for puberty and adulthood.
- Develop empathy for others.
- Access information and support when needed.

The Relationships Education programme is designed to promote, encourage and support our school expectations of: Ready, Respectful, Safe.

Curriculum and Provision:

Relationships Education is taught gradually so that learning can be built up year by year in a way that is appropriate to the age and maturity of each child; responding to the needs they have, and enabling them to successfully manage the challenges they face as they grow up.

Some aspects are taught in science, and others are taught as part of personal, social and health education (PSHE).

In line with the Science National Curriculum, children are taught:

Key Stage 1

1b that animals including humans, move, feed, grow, use their senses and reproduce

2a to recognise and compare the main external parts of the bodies of humans

3f that humans and animals can produce offspring and these grow into adults

4a to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1a that the life processes common to humans and other animals include nutrition, growth and reproduction

2f about the main stages of the human life cycle (including how a baby is born)

Parents do not have the right to withdraw their child/children from science lessons.

Relationships Education is taught within a broader PSHE education programme which includes the following three themes:

Health and Wellbeing

- Physical wellbeing
- Mental health
- Ourselves, growing and changing
- Keeping safe
- Drugs, alcohol and tobacco

Relationships

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

Living in the Wider World

- Shared responsibilities
- Communities
- Media literacy and digital resilience
- Economic wellbeing: money
- Economic wellbeing: aspirations, work and carer

See appendix one for a more detailed breakdown of what children should know by the end of their time in primary education.

Parents do not have the right to withdraw their child from the Relationship Education part of the programme. A child can be withdrawn from the Sex Education elements of the programme - this should be discussed with the Head Teacher.

In addition to the PSHE curriculum, we recognise the importance of teaching children about their body changes and physical development, particularly for those children in the transition year before moving to secondary schools. The school will arrange the teaching of puberty in years 5 and 6.

Parents will be notified before any scheduled puberty lessons are taught. Parents will have the right to withdraw their children from these puberty lessons. Parents should do this by writing a request to withdraw their child and discuss this with the Head Teacher before the scheduled delivery of the lessons.

Working in Partnership with Parents:

The school is well aware that the primary role in children's Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's Relationships Education policy and practice.
- Make available online, via the school's website, this Relationships Education Policy.
- Answer any questions that parents may have about the Relationships Education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships Education in the school.

The role of the school:

Staff are aware that views around Relationships Education related issues are varied. However, while personal views are respected, all Relationships Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics.

Ground rules:

Relationships Education is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the Relationships Education work, in addition to those already used in the classroom.

Inclusion and Equality:

Equal opportunities are a fundamental right for all children regardless of age, gender, race, cultural and social backgrounds, religious beliefs, physical and sexual characteristics or educational needs. To reinforce these rights this policy will actively promote the whole school Equal Opportunities Policy.

In line with the schools Equal Opportunities Policy, we ensure that the teaching programme is an inclusive one and is appropriate and accessible for all pupils, including those with SEND.

Confidentiality:

Due to the nature of the subject, from time to time, a child may make a disclosure of a confidential nature. This will be treated with sensitivity but in line with the school's Child Protection Procedures.

Monitoring and Evaluation:

Effectiveness of the Relationships Education policy will be monitored on-going by the SLT and PSHE Leaders. Any recommendations in light of new legislation, OFSTED, DfE or following consultation with the school and wider community will be reported to the governors for their approval. OFSTED is statutorily required to evaluate and report on the spiritual, moral, social and cultural development of children. This includes evaluating and commenting on the school's policy for Relationships Education.

The Governing Body, who has a duty 'to promote the well-being of the school' (2006 Education and Inspections Act), will ensure that the Relationships Education policy meets legislative requirements. The Governing Body will also ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children (2010 Equalities Act). Hence, the Relationships Education programme must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes. The Relationships Education policy will be reviewed every 2 years or whenever legislation is updated.

Appendix One: By the end of primary school children 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

TOPIC	PUPILS SHOULD KNOW
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