

# Heathmere Primary School – Relationships Education Policy

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Role: AHT leading on Inclusion and SENCO

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## **Aims and objectives of the policy**

At Heathmere, we believe that Relationships Education forms an integral part of our Personal, Social, Health Education (PSHE) and Citizenship curriculum. It is linked to the National Curriculum for Science. Through the Relationship curriculum, we aim to

- Provide a carefully planned curriculum that covers human development, relationships and family life, in line with statutory requirements and in an appropriate way taking into account the pupils' age and stage of development.
- Help pupils develop feelings of self-respect, confidence and empathy for others.
- Help pupils stay safe in the modern world.
- Prepare pupils for puberty, the changes their bodies will experience and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Create a positive culture around and relationships.
- Provide a positive framework within which discussions on these issues can take place.

**Curriculum Vision:** Children's learning is purposeful, empowering them to be ambitious for their future.

Heathmere Primary School welcomes the challenges of creating a happy and successful adult life by giving pupils knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts. Everyone faces difficult situations in their lives. Relationship Education can support young people in developing resilience, knowing how and when to ask for help and know where to access support.

## **Statutory Requirements**

As a maintained primary school, Heathmere must provide relationships education to all pupils as per The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children.

Social Work Act 2017 makes Relationships Education compulsory for all pupils receiving primary education. It is not a requirement of the curriculum to provide sex education, but to teach the science curriculum. In

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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 and The Equality Act 2010 and schools.

## **Policy Development**

The Assistant Head leading on Inclusion has written the policy and curriculum in consultation with the Headteacher, governors and teaching staff, pulling together all the relevant information and guidance. The policy will be shared with all stakeholders such as pupils, parents and governors and will be formally ratified by governors.

This policy is in line with the following:

- Child Protection and Safeguarding Policy
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Medical Policy
- Data Protection Policy
- SEND policy
- E/safety
- Getting to Grips with the new mandatory Relationships Education Relationships & Sex Education and Health Education
- Some key advice for Wandsworth schools February 2020 guide

## **Delivery of the curriculum**

The Relationships Education curriculum is within the personal, social, health and economic (PSHE) education curriculum, the science curriculum, PE, computing, assemblies, and PATHS.

Y5/6 children pupils receive learning on puberty within the science 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
- Being safe

Learning takes place within the context of family life taking care to ensure 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 framework of support around them (for example: looked after children or young carers).

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## **Inclusion and Support**

Relationships Education will be accessible to all regardless of gender. Through the delivery of Relationships Education, teachers will explore gender stereotypes and ensure that all genders receive information relevant to their needs.

The school will deliver Relationships Education in a factual, non-judgmental way, ensuring that teachers provide a balanced approach that acknowledges our community's wealth of views and opinions and teaches tolerance. Exploring a range of different families and relationships is a key part of Relationships Education. All children, whatever their developing personality or family background, need to feel that RE is relevant and sensitive to their needs.

Parents and carers can then contextualise the learning within their faith and values framework in their discussions with children following teacher-led sessions. Teachers will use various materials and resources that reflect the community's cultural diversity and encourage inclusiveness.

Teachers will plan in different ways and use various teaching strategies to meet the needs of individuals. For some children, particularly those with SEND, a more straightforward approach may be necessary to ensure learning outcomes succeed.

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## **Roles and responsibilities**

### **The governing board**

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

### **The Headteacher**

The Headteacher is responsible for ensuring that Relationships Education is taught consistently across the school.

### **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

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.

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## **Pupils**

Pupils engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

## **Parents' right to withdraw**

Heathmere Primary complies with the guidance from The Department of Education. Therefore, parents do not have the right to withdraw their children from Relationships Education.

**At Heathmere, there is no teaching of any non-statutory objectives from the science curriculum; thus, parents will not have the right to withdraw their child/children for Relationships Education lessons.**

## **Training**

Relationships Education is part of Heathmere's continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching Relationships Education.

## **Monitoring arrangements**

The AHT leading on Inclusion monitors the delivery of Relationships Education through:

- Ongoing discussion, observations, and development of the curriculum.

Class teachers monitor and evaluate pupils' development in Relationship Education as part of the school's internal assessment systems.

## **Complaints**

Heathmere school aims to work in partnership with parents to ensure a collaborative approach to meeting the needs of every pupil.

All complaints are taken seriously and dealt with according to the school's complaints policy and procedures.

## **Reports of bullying**

The school has a zero-tolerance approach to bullying. Heathmere investigates all allegations actively and, when necessary, work takes place with pupils and parents to resolve any situations that occur.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability, in all aspects of school life. The school promotes self, and mutual respect and a caring non-judgemental attitude throughout the school are at all times.

**By the end of primary, the children will know:**

## **Families and people who care for me**

Pupils should know:

- 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
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

## **Caring friendships**

Pupils should know:

- 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**

Pupils should know:

- 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.

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- 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**

Pupils should know:

- 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**

Pupils should know:

- 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, for example family, school or other sources.

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## Relationship Education and links to the science curriculum

	Statutory science curriculum	Minimum recommended RE learning outcomes
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Progression from hygiene work taught in EYFS and linked to Year 1 science, i.e. correct scientific vocabulary of all body parts (safeguarding).
Year 2	Notice that animals, including humans, have offspring which grow into adults.	Complementary to Year 2 science and progression from Year 1 RE.
Year 4	Describe the simple functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans and their simple function.	Progression from Year 2 science
Year 5	Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals.	All complementary to Year 5 science. Children should be able to ask questions about puberty with confidence, describe how to manage physical and emotional changes and know how to get help and support during puberty.
Year 6	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	Progression from Year 5 science (reproduction in science has been split from Year 5 RE to Year 6 to ensure pupils have sufficient time to explore all elements of puberty).

### Assessment

Assessment of the Relationship Education curriculum it is neither possible nor desirable to pin a child's progress in this area to any age-related scale. A child's readiness to learn in this area is dependent on many factors beyond academic ability. At Heathmere, we will...