

# Relationships Education

## Policy for Foxhill Primary School

**Approved by:** [Name]

**Date:** [Date]

**Last reviewed on:** [Date]

**Next review due by:** [Date]

## Contents

1. Aim .....	3
2. Policy development.....	3
3. Statutory requirements.....	3
4. Links to other policies and curriculum areas.....	3
5. Delivery of relationships education .....	3
6. Roles and responsibilities.....	5
7. Training.....	6
8. Monitoring arrangements .....	6
9. Appendix.....	7

## **1. Aim**

The aim of relationships education at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community. Relationships Education falls under the umbrella of PSHE and will be referred to as PSHE at Foxhill.

Relationships education, within PSHE, is not about sexual relationships.

## **2. Policy Development**

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families throughout the evolution of our school's relationships education programme. This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations
3. Parent consultation – parents were invited to work with us on the policy and make recommendations
4. Pupil consultation – we spoke to pupils about the skills they would like to learn
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **3. Statutory Requirements**

Relationships education became compulsory in primary schools from 2020, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. Pupils will learn about puberty as part of science/health education lessons in year 4/5/6 (see appendix). Pupils will begin to learn correct names for body parts in Relationships and Health Education from Year 1. Sex education will not be covered unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens.

## **4. Links to other policies and curriculum areas**

### **4a Curriculum**

At Upper Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty, as well as using correct names for different body parts.

### **4b Policies**

The content of relationships education is supported by our anti-bullying policy and safeguarding policy.

## **5. Delivery of relationships education**

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010.

Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

#### **Families and people who care for me. Pupils should know:**

- 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
- 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
- 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
- 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. 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
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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
- 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:**

- People sometimes behave differently online, including by pretending to be someone they are not
- 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
- 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 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
- 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

## **6. Roles and responsibilities**

### **6.1 The governing board**

The governing board will approve the relationships education policy, and hold the head teacher to account for its implementation.

## **6.2 The head teacher**

The head teacher is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

## **6.3 Staff**

Staff are responsible for:

- Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory sex education lessons, if applicable.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

## **6.4 Pupils**

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

## **7. Training**

Staff are trained on the delivery of relationships education and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

## **8. Monitoring arrangements**

The delivery of RSE is monitored by D Backhouse learning walks and book studies. Any work is recorded in a class floor book, although lots of learning takes the form of discussion.

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

This policy will be reviewed by D Backhouse (PSHE and RHE Leader) every two years. At every review, the policy will be scrutinized and ratified by the governing board.

9. Appendix

Year 5 Statutory Science that will be taught:


Year \_\_\_\_ Term \_\_\_\_

## SCIENCE

### Animals, including humans

**human gestation**

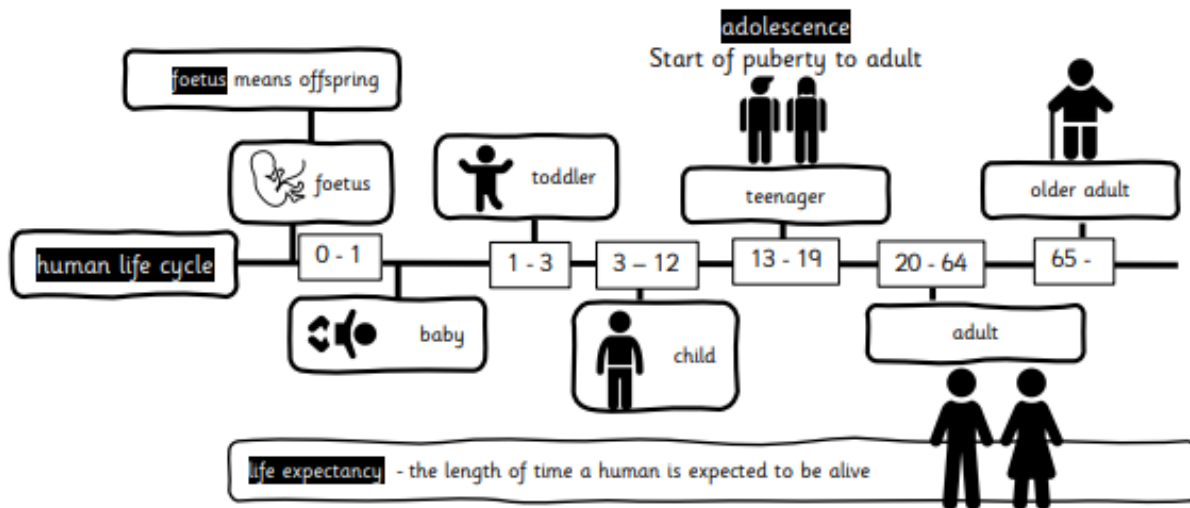
gestation is the growth and development of a baby before it is born



8 weeks 56 days 1.5 cm	16 weeks 112 days 13 cm	24 weeks 168 days 20 cm	32 weeks 224 days 42 cm	40 weeks 280 days 50 cm
------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------

**embryo**  
0 - 7 weeks

**foetus** - the name of an unborn baby from 8 - 40 weeks that grows in the **womb**



**pubic hair** is body hair found around the genital area of adolescent and adult humans

**puberty** is the start of adolescence

**adolescence** - origin from Latin meaning growing and youthful


**adolescence**  
is when children start changing into an adult

**girls**

- grow taller
- unexplained mood swings
- pubic hair starts to grow
- hair starts to grow under armpits
- breasts start to develop
- periods start, preparing a girl's body for having a baby one day

**boys**

- grow taller
- unexplained mood swings
- pubic hair starts to grow
- hair starts to grow under armpits
- voice breaks



# Reception – Growing and Changing

## Life Stages

Girls and boys – similarities and differences

Vocabulary: penis, testicles, vagina, vulva

## Year 1 - Growing and Changing

### Key questions

#### Getting Help

What is a trusted adult?

Which adults at home can you ask for help?

Which adults at school can you ask for help?

#### Becoming Independent

What can you do now, that you couldn't do as a baby?

What can you do now, that you couldn't do as a toddler?

What can you do now, that you couldn't do last year in Reception?

What are you still learning to do?

#### Body Parts

Which body parts are on the inside?

Which body parts are on the outside?

How do different body parts work?

Are girls' and boys' bodies the same?

Which parts are different?

### Key vocabulary

adult	heart
brain	stomach
trusted	growing
lungs	vulva
penis	learning

### I can ...

I can identify an adult I can talk to at both home and school. If I need help.

I can tell you some things I can do now that I couldn't do when I was a toddler.

I can tell you what some of my body parts do.



# Year 2 - Growing and Changing

## Key questions

### Life Cycles

What helps us to grow?

Who helps us to grow?

What can you do by yourself now?

What are you looking forward to when you are 10 years old?

What are you looking forward to when you are 21 years old?

### Dealing With Loss

How does it feel to lose something?

How does it feel to say goodbye to someone or something for a long time?

Can we stay in touch with someone? How?

### Being Supportive

What positive things can we say to someone about something they have done?

Why is it good to help someone?

What is a good way to help someone if they are finding something difficult?

## Key vocabulary

supportive loss change

nipples food feelings

help forward growig

penis care goodbye

learning safe upset

vulva

## I can ...

I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.

I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).

I can give examples of how to give feedback to someone.

# Year 3 - Growing and Changing

## Key questions

### Relationships

Can a relationship be positive?

How?

How can a relationship be negative?

What can someone do to make a friendship healthy?

### Keeping Safe

What is someone's 'body space'?

When is it ok to go into someone's body space?

If someone wants another person to leave their body space, how can they ask them to leave?

If someone feels uncomfortable, who can they talk to?

## Key vocabulary

angry penis relationships  
body space touch assertive  
vagina jealous womb  
period/menstruation pad trust  
lining respect breasts  
uncomfortable caring genitals  
upset egg healthy  
puberty testicles

### I can ...

I can name a few things that make a positive relationship and some things that make a negative relationship.

I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

# Year 4 - Growing and Changing

## Key questions

### Body Changes During Puberty

What parts of the body are the same for girls and boys?

What parts of the body are different for girls and boys?

How do some parts of the body change during puberty?

### Managing Difficult Feelings

What feelings might someone have during puberty?

Why might someone have difficult feelings during puberty?

What are good ways to compromise?

### Relationships, Including Marriage

Why do some people choose to get married?

Who can get married and how old do they need to be?

Why do some people choose to have a civil ceremony?

Why do some people choose to live together?

## Key vocabulary

breasts testicles womb choice  
civil partnership sperm enjoy  
penis hormones pubic hair  
periods marriage love puberty  
live together civil partnership  
uncomfortable feelings  
menstruation vagina vulva  
compromise share ovaries  
wet dreams

## I can ...

I can label some parts of the body that only boys have and only girls have.

I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).

I can tell you why people get married.

Menstruation is sometimes covered in Year 4 too, depending on circumstances. Parents will be informed beforehand if this is going to happen.

## Year 5 - Growing and Changing

### Key questions

#### Managing Difficult Feelings

Why do people have good and not so good feelings?

Is resilience the same as confidence?

Can someone develop confidence or resilience? How?

Does having resilience help people with their feelings?

#### Managing Change

What different changes can someone experience?

Does change cause strong emotions?

Does preparing for change help?

How might preparing for change help someone to cope with it? What might help someone cope with these strong emotions?

#### Getting Help

Does the body feel differently when someone may need help?

When might someone need help?

What advice would you give to someone who needs to get help?

What makes someone a trusted

adult?

### Key vocabulary

respect wellbeing trust  
hormones mood swings  
confidential confidence  
resilience puberty crush  
embarrassed menstruation  
unwanted attention separation  
unwanted touch period products

### I can ...

I can explain what resilience is and how it can be developed.

I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).

I am able to identify when I need help and can identify trusted adults in my life who can help me.

# Year 6 - Growing and Changing

## Key questions

### Keeping Safe

What secrets can be kept private?

Why?

Are there secrets that should be shared? Why?

Who should some secrets be shared with?

### Body Image

What physical changes happen during puberty?

How might someone feel when their body changes?

Do emotional changes happen during puberty? Why?

How can a person feel better about their body changing?

### Self-Esteem

What can affect the way someone feels about themselves?

What can someone do or say to feel good about themselves?

Do words affect someone as much as actions? How?

## Key vocabulary

media manipulation   puberty

confidential   online safety

self esteem

right to privacy   age of consent

stereotype   peer pressure

uncomfortable   physical changes

body image   emotional changes

in confidence   sharing online

## I can ...

I can give an example of a secret that should be shared with a trusted adult.

I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.

I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).