



# Friarage Community Primary School

(An Academy within Scalby Learning Trust)

Academy Policy

## Relationships Education Policy

Approver: Head teacher

Review cycle: Every 2 years

Date	Version	Short Description of changes	Approved by
01/09/2019	V1.00	New policy	Governors
06/05/2021	V1.01	Front cover added - No change to content	Headteacher

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This policy provides guidance and information on all aspects of RELATIONSHIPS EDUCATION in the school for staff, parents/carers and governors.

### **Aims and Objectives**

- To put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.
- Effective RELATIONSHIPS EDUCATION will make a significant contribution to the development of the personal skills needed by pupils, if they are to establish and maintain positive relationships. It will also enable young people to make responsible and informed decisions about their health and well-being.
- To deliver the DfE's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education through the school's Personal, Social, Health and Citizenship Curriculum.
- The RELATIONSHIPS EDUCATION programme will reflect the school's ethos. It will demonstrate and encourages the following values:
  - Respect for self;
  - Respect for others;
  - Responsibility for your own actions;
  - Responsibility for your interaction with family, friends and the wider community.

### **Equal Opportunities Statement**

The school is committed to the provision of RELATIONSHIPS EDUCATION to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given additional support.

All current legislation related to equalities will be adhered to.

### **Sex Education**

No formal sex education is taught, but children's questions will be answered honestly, as and when they arise with regard to family life. An introductory talk about 'Growing up' will be provided to Year 6 pupils. Parents have the right to withdraw their children from sex education outside the National Curriculum. Please speak to the Inclusion Manager to arrange this.

### **Content of Relationships Education (Statutory Elements)**

#### **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

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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
- 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)

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- 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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## **Organisation**

- Materials used will be relevant to the age and cultural backgrounds of the pupils. The materials used are available to parents/carers upon request.
- RELATIONSHIPS EDUCATION will not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship and Science
- RELATIONSHIPS EDUCATION will normally be delivered by the class teacher, with support from the Healthy Child Team as appropriate. It will normally be taught in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- RELATIONSHIPS EDUCATION may be delivered through class teaching, film and circle time activities with an emphasis on being safe; confidentiality and trust and maintaining positive self-esteem.

## **School visitor policy:**

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RELATIONSHIPS EDUCATION policy and work within it;
- All input to RELATIONSHIPS EDUCATION lessons is part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

## **Withdrawal from lessons**

- Parents/Carers have the right to withdraw their children from part of the Sex Education provided in Upper Key Stage 2, except for those parts included in the statutory National Curriculum.
- Those parents/carers wishing to exercise this right are invited to discuss this with the Inclusion Manager who will explore any concerns and discuss any impact that withdrawal may have on the child.

## **Answering Questions**

- Members of staff are aware that views around RELATIONSHIPS EDUCATION 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 that may have a different opinion.
- Pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions may not be answered immediately, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Inclusion Manager and parents/carers where this is deemed necessary.

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