



Hagley Primary School

Relationships Education Policy

Date: July 2021

Date of review: July 2022

Responsible member of staff: Daniel Bate and Jessica Clements

Signature:

Reccore

(Chair of governors)

Signature:

Vanessa Payne

(Head Teacher)

Definition of Relationships Education

At Hagley Primary, we define Relationship Education as teaching the fundamental building blocks and characteristics for positive relationships (friendships, family relationships online relationships and relationships with peers and with adults). From a safeguarding perspective, we help children to establish the difference between appropriate and inappropriate physical contact and to know who to speak to if they are worried or concerned. All children are taught how to take turns, show kindness, how to treat others with respect and the importance of honesty and truthfulness. This is reflected in our School Values.

Subject Content

Class teachers are responsible for teaching Relationship Education through whole class lessons, as part of PSHE (please see separate PSHE policy). Links will be made across the curriculum, particularly with computing, science and PE. The statements below provide the aims for each child by the end of their time at Hagley Primary School, these will be covered at an age-appropriate level. Coverage for each year group can be seen in Appendix 1 of the PSHE Policy.

Families and the people who care for me	Pupils should know <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. (Marriage in England and Wales is available to both opposite sex and same sex couples)• 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 <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	Pupils should know <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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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.

Monitoring and Evaluation

The subject team, alongside SLT will monitor delivery of the curriculum through observation, learning walks, pupil voice, book looks and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Right to Withdraw

As a school, there is a choice whether to teach Sex Education as part of the PSHE curriculum as this is not statutory until secondary school. Within this decision, is the need to prepare our children as much as possible for the next stage of their education and development in an age appropriate way. At Hagley Primary we have decided to cover Sex Education in Year 6 under the following objectives:

- Identify the link between love, committed relationships and conception
- What sexual intercourse is and how it can be one part of an intimate relationship between consenting adults
- How pregnancy occurs
- The responsibility of being a parent or carer including lifestyle changes
- That pregnancy can be prevented with contraception

Whilst Relationships and Health Education are compulsory at primary school, families have the right to request for their child be withdrawn from some or all of the Sex Education delivered. Please note that before granting any such request, parents are encouraged to discuss this further with class teachers in the first instance.

Safeguarding

Staff are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Please refer to the Safeguarding Policy.

SEND

Relationships Education, RSE and Health Education will be accessible for all pupils. Class teachers will plan for the needs of all children, including support material, to ensure accessibility. This will be sensitive, age-appropriate and developmentally appropriate with consultation with parents and other professionals where needed. Where required, resources will be tailored to meet the needs of those with Social, Emotional and Mental Health needs or learning disabilities. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages and this can be done through the use of the PSHE progression document which outlines objectives taught in a previous year group or Key Stage.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and safeguarding concerns. These will be discussed with the class teacher before the content is taught.

The Equality Act 2010

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

At Hagley Primary School, our ethos and values underpin everything we do. We aim to teach all pupils to understand the importance of equality and respect through taught content, assemblies, discussions and stories. Every child is encouraged to express their individuality and this can take many forms and this can change over time. For some people, their gender identify does not correspond with their biological sex, this is covered within the curriculum, in the wider school ethos and support given on an individual basis. Further support might be necessary from outside organisations and we encourage opportunities for open conversations with trusted adults. The curriculum and the resources used are evaluated to ensure that children are exposed to a range of cultures, religious beliefs, family circumstances, sexual orientation (LGBT) and disabilities. Providing children with a range of diverse resources fosters the school's promotion of tolerance and equality.

This policy has been produced following requirements from the Department for Education and in law (The Equality Act 2010). Consultation with staff, parents*, governors and our local secondary school has been ensured.

This policy will be reviewed on a yearly basis and updated when necessary.

***Parent views were collected through the use of Microsoft Forms and collated by the PSHE lead and Assistant Headteacher. This was sent to all parents with 61 respondents in total. These shaped the final discussions and decisions around the subject content.**