



RELATIONSHIPS EDUCATION POLICY

September 2021

This policy should be read in conjunction with:

Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance

Joydens Wood Infant School Child Protection Policy September 2021

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Introduction

From 2020, Relationships Education will be compulsory in all primary schools in England and Relationships and Sex Education (RSE) will be compulsory in all secondary schools. This is in response to the identified risks children and young people may face through their increased online activities and the need to support them to be safe and healthy, and manage their academic, personal and social lives in a positive way.

What is Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. This will create opportunities to ensure children are taught about positive emotional and mental wellbeing and how friendships can impact on this.

Children will also be taught (in an age-appropriate way) to recognise and report different types of abuse, including emotional, physical and sexual. This will include focusing on boundaries and privacy so that children understand that they have rights over their own bodies and know how to seek advice when they suspect or know something is wrong. There will also be opportunities to teach children about boundaries with their peers, including when they are online, and ensuring they learn that where abuse takes place it is never the fault of the child who is abused.

Aims

At Joydens Wood Infant School we will be implementing Relationships Education. To ensure this is effective the school will ensure:

- An age-appropriate curriculum is designed, shared and followed
- A clear policy is in place that includes parental rights to request that their child be withdrawn
- For SEND pupils, the head teacher will jointly discuss with parents if a pupil's specific needs need to be taken into account when making decisions about whether a pupil may be excused

Our Curriculum

As our children are 7 years and under, our team will determine the age-appropriateness of the Primary Objectives set out by the DfE. Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours.

A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Headteacher should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

These lessons will be taught in conjunction with our PSHE curriculum. All PSHE and RSE lessons will be taught by trained professionals who have already established a safe relationship with the children. Staff should refer to Annex A of Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance for further resources and teaching support.

DfE Primary Objectives

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

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)
- 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

Assessment

All teachers should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

Monitoring and Evaluating

Wellbeing leader alongside SLT will monitor the impact of the Relationships Education. This is not a standalone subject it is part of the school's ethos and values. The effectiveness of the Primary Objectives will be evaluated through:

- Assemblies
- Circle times
- Stories
- Pupil Questionnaires
- Parent Questionnaires

Dealing with Difficult Questions and Statements

Good practice allows children an open forum to discuss potentially sensitive issues. This in turn can lead to an increase in children disclosing abuse, or of teachers becoming aware of concerns about a child's wellbeing. Teachers should all understand how to respond to disclosures of abuse and report any concerns they may have, following the school's safeguarding procedures.

To support our team in having a joint approach, the school have created the following guidance if a child asks a question that is deemed as beyond age-appropriateness or that is better dealt with on a 1-1 basis:

- the member of staff must acknowledge the question/Statement and state 'thank you for your question/thank you for sharing that, I'm going to write that down and we can talk about that together later'.
- If a child makes a comment that fuels other children's comments then the member of staff should say the following 'I can see there are lots of questions/thoughts, I need to have think about these so let's move on.' Member of staff must seek advice from DSL, SLT or HT as soon as possible.

Safeguarding and Vulnerable Children

Any child that causes concern should be referred to DSL following the school's Child Protection Policy and procedures. If a child is finding the typical aspect of Relationships Education and PSHE difficult in a group/whole class context, staff should discuss this with a DSL or SENCO.

Withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However due to the age of our pupils 'sex education' will not be taught in the infant phase, **therefore there is no right to withdraw from Relationships Education or Health Education.**

Parental Engagement

This policy was shared with all stakeholders in September 2019 and is available on the school's website. Parents will be encouraged to feedback their views and ideas regarding this policy and the school will respond appropriately.