



# **Swarland Relationship Education Policy**

## **"The Best That We Can Be"**



### **Introduction**

This policy was written using Relationships and Sex Education and Health Education Statutory Guidance September 2019. (Draft form February 2019). This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002. The policy has been written with guidance from the following documents:

- o Education Act (2002)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Supplementary Guidance SRE for the 21st century (2014 & 2024)
- o Keeping children safe in education - Statutory safeguarding guidance (2024)
- o Children and Social Work Act (2017)

### **Rationale**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. To this end statutory guidance for all primary schools regarding Relationship Education came into effect in September 2020. This policy covers our school approach to relationship education. It was produced in consultation with parents, staff and Governors.

### **Intent**

We believe relationships education is important for our pupils and our school because it will promote self-esteem and mental and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. We view the partnership of home and school as vital in providing this education.

Our PSHE curriculum is inclusive and engaging of all ages and abilities. It is intended that all children, regardless of ability and background will be given the skills and knowledge of how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way by the time they leave primary school. It is creatively and uniquely designed to provide a stimulus for lifelong learning. Our PSHE curriculum promotes independence and intrinsic motivation to want to achieve through our bespoke learning behaviours including perseverance, resilience and independence. It fosters critical thinking and problem solving skills in all strands and provides the opportunity to use and apply these skills and knowledge in a range of contexts. Our PSHE curriculum provides opportunities for all children to achieve and be the best that we can be in school and their community.

### **Aims and Objectives for Relationship Education**

By the time children leave Swarland Primary School, Relationship Education provides children with age appropriate information, explores attitudes and values and develops skills in order to empower them to make positive decisions about their health and relationships related behaviour. The focus in primary school is on teaching the fundamental building blocks and characteristics of

positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults, including online relationships.

The objectives of Relationship Education are;

- To provide age appropriate knowledge and information to which all pupils are entitled
- To clarify and reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies.

We aim to teach children about:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- what they should do if they are worried about any sexual, health or relationship matters.

### **The teaching programme for Relationship Education Legal requirements**

#### **See Appendix 1**

Every child is entitled to receive relationship regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantage and looked after children. It is our intention all children have the opportunity to experience a programme of relationship education at a level which is appropriate for their age and physical development with differentiated provision if required.

Our relationship education programme is an integral part of our whole school PSHE education provision and will cover three key themes recommended by PSHE Association (as signposted by DFE) of:

Health & well being

Relationships

Living in the wider world.

Overarching principles delivered through the Programmes of Study are:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)

3. A **healthy** (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

### **Implementation**

Our relationship education programme is planned and delivered through a range of teaching methods and interactive activities including active learning methods such as drama and role play, philosophical debate and discussion, looking at case studies. Lessons are differentiated so all children can engage. Pupil voice will be used to review and tailor our relationship education programme to match the different needs of pupils. High quality resources will support our provision such as books, film clips and those promoted by the PSHE association. Pupils will be encouraged to reflect on their own learning and progress through key milestones. An overview of the learning in each year group can be found on the school website.

### **The organisation of Sex and Relationship Education**

#### **Roles and responsibilities:**

The Headteacher is the designated teacher with responsibility for coordinating relationship education across the school. Relationship education is monitored and evaluated by the Headteacher as part of the school's development plan. As a result of this process changes will be made to the relationship education programmes as appropriate.

Teachers and teaching assistants deliver and assess the programmes of study.

#### **Governors will review the impact of this policy.**

We are required to teach relationship education as part of a broad and balanced curriculum. Relationship education is delivered in our school through the curriculum including science, RE, PSHE discrete lessons, Citizenship, literacy activities, assemblies and circle time. Relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. Teaching staff may receive relationship sex education training as part of their individual CPD programme, should it be required.

Relationship education is usually delivered in mixed gender groups.

#### **Assessment**

It is important for pupils to have opportunities to reflect on their learning. Assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning

needs. The essential skills and attributes identified in the programme of study are the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

### **Specific Issues**

- **Parental consultation**

The school includes information on relationship education on the school website and full details are available on request. We work closely with parents to ensure that they are fully aware of what is being taught. We will notify parents when sex education will be taught via our communication systems.

Parents have the right to withdraw their children from those aspects of sex education, not included in the National Curriculum. Parents are free to withdraw their children from sex education if they wish to do so. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science. However, we hope this would rarely happen, by working in partnership with parents they recognise the importance of this aspect of their child's education.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Dealing with difficult questions**

We will ensure a safe learning environment by establishing ground rules which are essential to provide an agreed structure to answering sensitive or difficult questions.

This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **Use of visitors**

Visitors should complement but never substitute or replace planned provision.

When appropriate, visitors such as the school nurse may be involved in the delivery of relationship education, particularly in Key Stage 2.

- **Children with special needs**

We ensure relationship is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities by differentiating teaching and resources

as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

### **Monitoring and Evaluation**

This policy has been produced by the school in consultation with parents, Governors and staff. Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for relationship education. The Governors agree the policy and review every two years in line with statutory guidance review.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the relationship programme will be evaluated by assessing children's learning and implementing change if required. Pupil voice will be influential in adapting and amending planned learning activities.

Any change will be reflected in the school policy.

Relationship education issues will be included in the induction programme for all new members of staff.

<b>Revision Record of Issued Versions</b>			
<b>Author</b>	<b>Creation Date</b>	<b>Version</b>	<b>Status</b>
Louise Fletcher	26.1.14	1.0	Pending Governor consultation
<b>Changed by</b>	<b>Revision Date</b>		
School	5.4.17	2.0	Draft adapted version to highlight Y5 & 6 provision as primary school.
School	15.5.17	3.0	Final version for publication
	1.4.19	4.0	New statutory guidance Sept 2020.
	26.2.2020	4.1	Added section on intent and implementation
	01.01.23	4.2	Revised statutory guidelines now compulsory.
	27.3.24	4.2	Reviewed no changes.
	1.5.25	4.2	Reviewed no changes except reference to PSHE Association materials

### **Appendix 1**

All maintained schools must teach the following as part of the National Curriculum Science Programmes of Study, parents do not have the right to withdraw their child/children.

National Curriculum Science (Sept 2014)

Year 1

Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Pupils should be taught to notice that humans have offspring which grow into adults.  
Pupils should find out about and describe the basic needs of humans for survival.  
Pupils should be taught to describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

#### Year 3

Pupils should be taught that humans need the right types and amount of nutrition.  
Pupils should be taught that humans have skeletons and muscles for support, protection and movement.

#### Year 4

Pupils should be taught to describe the simple functions of the basic parts of the digestive system, identify different types of teeth and their function and understand food chains.

#### Year 5

Pupils should be taught to describe the life process of reproduction in some plants and animals.  
Pupils should be taught to describe the changes as humans develop to old age.

#### Year 6

Pupils should be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

### By the end of primary school:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li></ul>
--	--



	<ul style="list-style-type: none"> <li>• 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.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

**By the end of primary school:**

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>
-------------------------	---



	<ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>

<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>