



Relationships Policy

Member of staff responsible: Headteacher

Governor responsible: PSHE

Headteacher's signature...Mrs Groom

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Next review July 2025



From Small beginnings come great things.

The parable of The Mustard Seed. Matthew 13:31-32

We will apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs delivering an exceptional, personalized journey, enabling them to flourish in our family, our community and in the future.

1. Aims of the Relationships policy

All state funded primary schools are required to teach Relationships Education and to have a Relationships Education policy by September 2020

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education

2. Introduction

At Cadmore End school we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

3. The Legalities

At Cadmore End School we have a statutory duty:

- To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.
- To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019)
- To comply with the requirements to have an up to date Relationships policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019)
- To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups . The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.
- To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy

At Cadmore End school we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. (Please see Sex Education Policy)

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum .The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

4. Definition of Relationships Education

Statutory Relationships at Cadmore End school is taught through the PSHE curriculum and teaches pupils what they needs to know by the end of year 6 as defined by the DfE guidance (See appendix 1).

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy

behaviours, how to keep safe, identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access help when needed.

5. The Curriculum

Intent - Why teach Relationships Education?

Relationships Education will become statutory from September 2020. High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply on line, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as [Childline](#))
- Ask a trusted adult rather than go on line with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could cause them harm
- Recognise intimate physical relationships are for adults

Curriculum information can be found under appendix 2

Implementation - What, where and when PSHE is taught

Relationships Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level. Further details can be found in appendix 1

To ensure the content and delivery of Relationships Education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used to teach Relationships Education, which provides depersonalised examples which support children to explore what, is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Outcomes for Relationships Education are defined by the DfE and cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Teachers will use PSHE Association programme of study as a basis for what we teach and will form part of the PSHE curriculum that is taught as part of the weekly lessons.

Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. Where needed, a question box would be available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

How delivery and content will be made accessible to all pupils including SEND

We are an inclusive school. As with all subject areas, delivery of PSHE is made to all pupils through Quality First Teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment that is sensitive to the individual learning, emotional, social or economic needs of pupils. Pupils who receive 1:1 support will have access to support during PSHE lessons where appropriate to their needs. Lesson plans will take account of the differing needs of pupils with SEND however, the school recognises that not all pupils with identified special educational needs require the same level of support in PSHE as they may do in other core subjects.

Impact

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others

- Understand how their behaviour affects others and vice-versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help

6. Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with our Child Protection Policy. Teachers will report any safeguarding concerns to the DSL and share concerns with parents/carers according to our safeguarding procedures.

7. Roles and Responsibilities

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat other with respect.

8. Working with outside agencies and visiting speakers

Cadmore End CEC will only invite accredited outside agencies and visiting speakers to work with the children and the staff.

9. Monitoring, evaluation and training

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school .The PSHE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

10. Working with parents and carers

It is vital that parents and carers know what is being taught and how to support their child/children. We have an open door policy for any parents/carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community through questionnaires and specific parent workshops/meetings. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Our PSHE policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the class teacher or the Headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are only entitled to withdraw their child from designated Sex Education lessons (please see the Sex Education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education . The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

11. Other policies linked to the Relationships policy

Child Protection

Behaviour Policy (includes anti – bullying)

PSHE Policy

Sex Education policy

Curriculum policies

Mental Health and Wellbeing Policy

Appendix 1 DfE descriptors

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

PSHE Long Term Plan

The Curriculum framework whole school overview gives a brief summary or 'at a glance view' of what is taught under the core theme and topic title, in each term, for each year group, across the school. It also provides a quick and simple way to view the progression of learning throughout the primary phase. Teachers carefully use this to map out a 2 year rolling programme. Some topics are taught to individual year groups depending on their content.

| Term | Autumn | | | Spring | | | Summer | | |
|---------------|---|---|--|--|---|--|--|--|--|
| Core Theme | Health and Wellbeing <i>Minimum of 10 lessons</i> | | | Relationships <i>Minimum of 10 lessons</i> | | | Living in the Wider World <i>Minimum of 10 lessons</i> | | |
| Topics | Healthy Lifestyles | Growing and Changing | Keeping Safe | Feelings and emotions | Healthy Relationships | Valuing difference | Rights and Responsibilities | Environment | Money |
| Year 1 | What helps keep bodies healthy; hygiene routines | Recognising what they are good at; setting goals. Change and loss and how it feels | Keeping safe around household products; how to ask for help if worried about something | Recognising feelings in self and others; sharing feelings | Secrets and keeping safe; special people in their lives | Respecting similarities and differences in others; sharing views and ideas | Group and class rules; everybody is unique in some ways and the same in others | Looking after the local environment <i>(CROSS YEAR-GROUP PROJECT WITH YEAR 2)</i> | Where money comes from; how to use money - saving and spending money |
| Year 2 | Healthy choices; different feelings; managing feelings | Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia) | Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts | Behaviour; bodies and feelings can be hurt | Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying | Respecting similarities and differences in others; sharing views and ideas | Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency | Looking after the local environment <i>(CROSS YEAR-GROUP PROJECT WITH YEAR 1)</i> | Where money comes from; saving and spending money; making choices; keeping track of money spent/saved |
| Year 3 | What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits | Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings | School rules on health and safety; basic emergency aid; people who help them stay healthy and safe | Recognising feelings in others; responding to how others are feeling | Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively | Recognising and responding to bullying | Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community | Responsibilities; rights and duties | Enterprise; what it means; developing skills in enterprise <i>(CROSS YEAR-GROUP PROJECT WITH YEAR 6)</i> |
| Year 4 | What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs | Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change | How to keep safe in local area and online; people who help them stay healthy and safe | Keeping something confidential or secret; when to break a confidence; recognise and manage dares | Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers | Listen and respond effectively to people; share points of view | Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world | Sustainability of the environment across the world | Role of money; managing money (saving and budgeting); what is meant by interest and loan |
| Year 5 | What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices | Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief | Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety | Responding to feelings in others | Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback | Listening to others; raise concerns and challenge | Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences | Different rights; responsibilities and duties | Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax |

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| Year 6 | Images in the media and reality; how this can affect how people feel; risks and effects of drugs | Recognising what they are good at; setting goals; aspirations. Changes at puberty (<i>recap Y4</i>); human reproduction; roles and responsibilities of parents | Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice | Confidentiality and when to break a confidence; managing dares | Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy | Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying | Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others | How resources are allocated; effect of this on individuals; communities and environment | Enterprise; setting up an enterprise (<i>CROSS YEAR-GROUP PROJECT WITH YEAR 3</i>) |
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