# RELATIONSHIPS EDUCATION POLICY

This section should be completed following ratification of the Policy.

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| Audience | Trust Leaders, All teachers, all school staff, parents via website |
| Ratified | September 2022 |
| Other Related Policies | Safeguarding & Child Protection Policy |
| Policy Owner | Executive Team |
| Review Frequency | Every two years |

Ownership
Preston Hedges Trust is responsible for the production and maintenance of this document. It is issued by the Clerk, catherine.gautrey@prestonhedges.org to whom any change requests or queries should be directed.

# Relationships Education Policy

Written from Guidance: Relationships Education, Sex and Relationships Education (RSE) and Health Education DFE 2021

## Aims

The aims of relationships education at our school are to:

➢ Provide children with the information to be able to make informed decisions about their wellbeing, health and relationships and prepare them for adult life

➢ Provide a framework in which sensitive discussions can take place

➢ Help pupils develop feelings of self-respect, confidence and empathy

➢ Create a positive culture around issues of relationships

➢ Teach pupils the correct vocabulary to describe themselves and their bodies

➢ Prepare pupils for puberty, the changes they will as they develop and the importance of health and hygiene

## Statutory Requirements

Relationships Education is compulsory in all Primary Schools in England. There is no right to withdraw from Relationships Education or Health Education. As a primary academy trust, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching Relationships and Health Education, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. For further statutory guidance, see Relationships Education, Sex and Relationships Education (RSE) and Health Education DFE.

## Definition

Relationships Education and Health Education is about the emotional, social and cultural development of pupil and involves learning about relationships, healthy lifestyles, diversity and personal identity.  Relationship Education involves sharing information, exploring

issues and developing values. Health Education is about physical and mental wellbeing, staying safe and changes during puberty.

Curriculum
We have developed our curriculum in consultation with parents, pupils and staff, taking into consideration the age, needs and feelings of our pupils.

Relationships Education

| Area of Content | Pupils should know: |
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| Families and people who care for me | • That families are important for children growing up because they can give love, security and stability.<br>• 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.<br>• 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.<br>• 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.<br>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.<br>• 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 | • How important friendships are in making us feel happy and secure, and how people choose and make friends.<br>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.<br>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.<br>• 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. |
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| Respectful relationships | • 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.<br>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.<br>• The conventions of courtesy and manners.<br>• 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.<br>• 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.<br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.<br>• The importance of permission-seeking and giving in relationships with friends, peers and adults. |
| Online relationships | • That people sometimes behave differently online, including by pretending to be someone they are not.<br>• 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.<br>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.<br>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.<br>• How information and data is shared and used online. |
| Being safe | • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br>• 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.<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.<br>• How to recognise and report feelings of being unsafe or feeling bad about any adult.<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.<br>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.<br>• Where to get advice e.g. family, school and/or other sources. |
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Physical Health and Mental Wellbeing

| Area of Content | Pupil Should Know: |
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| Mental wellbeing<br><br>Please note, this is covered in our Wellbeing Curriculum but in more detail. | • That mental wellbeing is a normal part of daily life, in the same way as physical health.<br>• 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.<br>• 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.<br>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.<br>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.<br>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.<br>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.<br>• 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).<br>• Tt 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. |
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| Internet safety and harms | • That for most people the internet is an integral part of life and has many benefits.<br>• 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.<br> • 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.<br>• Why social media, some computer games and online gaming, for example, are age restricted.<br>• 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.<br>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.<br>• Where and how to report concerns and get support with issues online. |
| Physical health and fitness | • The characteristics and mental and physical benefits of an active lifestyle. • 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.<br>• The risks associated with an inactive lifestyle (including obesity).<br>• How and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | • What constitutes a healthy diet (including understanding calories and other nutritional content).<br>• The principles of planning and preparing a range of healthy meals.<br>• 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). |

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| Drugs, alcohol and tobacco | • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.<br>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.<br>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.<br>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.<br>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br>• The facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.<br>• About menstrual wellbeing including the key facts about the menstrual cycle. |

Delivery of the Curriculum

Relationships Education and Health Education is taught alongside our wellbeing curriculum. Biological aspects are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

➢ Families and people who care for me

➢ Caring friendships

➢ Respectful relationships

➢ Online relationships

- Being safe
- Changes to the body

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationships Education supports our whole school values including respect and tolerance. Children are taught about a variety of relationships sensitively and respectfully.

Our curriculum may be adapted to meet the needs to individual children and their circumstances.

## Roles and Responsibilities

The Performance Committee of the Trust Board will approve this policy and hold the Principal to account for its implementation.

The Principal is responsible for ensuring that Relationships Education is taught consistently and effectively across the school.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

All teachers in our schools will teach Relationships Education in a sensitive and respectful manner. Pupils are expected to engage fully in Relationships Education and, when discussing issues related to relationships, treat others with respect and sensitivity.

## Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

PRESTON HEDGES TRUST — FUN CREATIVITY ACHIEVEMENT

Training

All staff teaching Relationships Education and Health Education will be provided with appropriate training, visitors may be invited into school to train our staff teams.


Monitoring

The Principal will monitor the delivery of Relationships Education and Health Education through learning walks.

This policy will be reviewed every two years.