

Moss Park Primary School



Relationships Education Policy

Date Written	October 2021
Policy Written By	A Foster and S Nunwick (Headteacher)
Date Approved by Governors	Reviewed October 2023 (following amalgamation)
Date of Next Review	October 2026 or subject to changes in legislation/DFE guidance
Responsible Committee	Curriculum, Standards and Welfare
Signed by Chair of Governors	<i>A Humphris</i>

1. Aims

The aim of Relationships Education is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships of all kinds, and to take responsibility for their own health and wellbeing and that of others.

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace our school values of **Friendship, Teamwork, Perseverance and Respect** and ensure all children are ready for their next steps.

2. The statutory requirements of Relationships and/or Sex Education

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Moss Park Primary, we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a wellbeing working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy in the Library
4. Pupil consultation – we investigated what exactly pupils want from their RSE via pupil voice surveys
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definitions

Relationship Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, growing and changing, healthy lifestyles, diversity and personal identity.

Relationships Education at Moss Park Primary School 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

Sex Education is not statutory in primary schools. However, we must teach the elements of sex education contained in the national **science** curriculum. At our school, we do not teach pupils sex education beyond what is required of the science curriculum

In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age.

"The national curriculum for science also includes subject content in related areas, such as **the main external body parts**, the human body as it grows from **birth** to old age (including **puberty**) and **reproduction** in some plants and animals." (DFE guidance)

See below for our **science** curriculum coverage:

Year 1	Autumn	<p>Animals, Including Humans</p> <p>In year 1, the primary science curriculum ensures that children should be taught to:</p> <ul style="list-style-type: none"> describe and compare the structure of a variety of common animals such as fish, amphibians, reptiles, birds and mammal identify, name, draw and label the basic parts of a human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth). understand there are 5 senses and say which part of the body is associated with each sense
Year 2	Autumn	<p>Animals Including Humans</p> <p>In year 2, the primary science curriculum ensures that children should be taught to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults. They should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Year 2	Spring	<p>Living Things and Their Habitats</p> <p>In year 2, the primary science curriculum ensures that children should be taught to:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
Year 5	Spring	<p>Living Things and Their Habitats</p> <p>In year 5, the primary science curriculum ensures that children should be taught to:</p> <ul style="list-style-type: none"> describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals
Year 5	Summer	<p>Animals, Including Humans</p> <p>Focusing on the growth and development of humans, in year 5, the national curriculum for science states that children should be taught to:</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age including puberty

In addition, we offer a lesson in Year 6 that is taken from the non-statutory National Curriculum **science** guidance. This is delivered by the School Nursing Team. Boys and girls are taught separately about puberty including changes to their bodies, personal hygiene and emotions. This falls under the umbrella of Sex Education. Parents may choose to withdraw their child from this lesson. A letter will go out in advance of the lesson, with the ability to watch the video at home. Pupils must be provided with an alternative space and work if they are withdrawn.

Parents have a legal right to see the school's Relationships Education policy and to be given a copy of it. Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Our policy and curriculum is in line with the Equality Act 2010, and

5. Delivery of Relationships Education

Relationships Education is taught primarily within our PSHE (Personal, Social, Health and Economic) Education Curriculum and supported by the National Curriculum, although there are cross-curricular links and aspects throughout the curriculum, for example online safety (computing) or looking after our bodies in PE. We follow the Jigsaw curriculum, which is approved by the Department for Education. We have a detailed programme of assemblies that reinforce the key aims of our Relationships Education alongside developing SMSC (spiritual, moral, social and cultural education).

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions for those pupils who need additional support
- Digital formats
- Give careful consideration to the level of differentiation needed

7. Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources

- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies (such as the NSPCC) where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

9. Roles and Responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. The governing board has delegated the approval of this policy to the Curriculum, Standards and Welfare committee.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

Staff

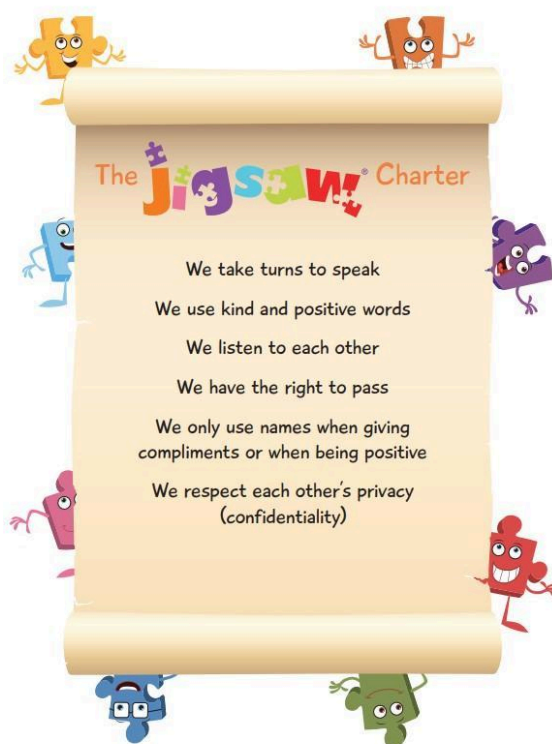
Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. At this school teachers are responsible for teaching Relationships Education. They may occasionally be covered by TAs in the case of absence. All teachers and teaching assistants have received training in Relationships Education and PSHE.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. We start each lesson with the Jigsaw Charter (see below)



10. Monitoring

The delivery of Relationship Education is monitored by school leaders through: planning checks, PSHE floor book and book looks (learning outcomes), discussion with pupils and learning walks. Class teachers assess progress and understanding in Relationships Education through pupil discussions and responses in their oral, creative and written work within PSHE Education.

11. Meeting needs of all pupils

At Moss Park Primary School, all pupils have access to the Relationships Education curriculum. Where pupils have SEND, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Under the provisions of the Equality Act, as a school we 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).

We also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects. Quality first teaching that is differentiated and personalised will be the starting point to ensure accessibility and we are further mindful of the “preparing for adulthood” outcomes when teaching these subjects to those with SEND.

12. Dealing with disclosures

All teaching staff have relevant safeguarding training. Any concerns raised through Relationships Education are dealt with according to school policy (see separate Safeguarding and Child Protection Policy).

13. Review procedures

This policy will be reviewed on an annual basis, with continuing co-production with relevant stakeholders.

This policy has been approved by Governors

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

To be completed by parents/CARERS

Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
Agreed actions from discussion with parents/carers			