

Brabyns Preparatory School

Relationship Education Policy

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Policy reviewed: July 2020

Parents consulted: July 2020

Policy shared: September 2020

This document should be read in conjunction with the [PSCHEE Policy](#).

School Background

Brabyns Preparatory School is committed to celebrating diversity and challenging discrimination. The staff and Governors strive to ensure that all of our children are well educated and prepared to lead responsible lives in modern Britain. The school's curriculum is planned to equip children with appropriate knowledge, awareness and confidence (further developed in secondary schools) so that they can make informed choices when they face social, moral and spiritual challenges during adolescence and later life.

What is Relationship Education?

It focuses 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.

By the end of primary, children should know:

Families and people who care for me

- 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.
- The families of others, 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.
- 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.
- 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

- 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.
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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

- 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.
- Within school and 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

- People sometimes behave differently online, including by pretending to be someone they are not.
- 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:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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.

Ethos and Values

We believe that:

- Relationship Education should be firmly embedded in PSCHEE;
- effective Relationship Education is essential if children are to make responsible and informed decisions about their lives;
- Relationship Education builds up knowledge and skills that are particularly important because of the many different and conflicting pressures on young people;
- Relationship Education teaches children and young people to understand, to respect themselves and others and to move with confidence from childhood through adolescence into adulthood.

Aims

Contributing to the foundation of PSCHEE, the school's programme 'CWP Resources – Teaching with Confidence' aims to cover topics such as; keeping clean, families, gender differences, personal space, puberty, relationships and internet safety. It encourages children to develop the skills in listening, empathy, talking about feelings and relationships with families and friends.

Curriculum Design

The curriculum overview illustrates that will be learnt in each year group:

Reception Our Lives	Lesson 1: Our Day Lesson 2: Keeping Ourselves Clean Lesson 3: Families
Year 1 Growing and Caring For Ourselves	Lesson 1: Keeping Clean Lesson 2: Growing and Changing Lesson 3: Families and Care
Year 2 Differences	Lesson 1: Differences: Boys and Girls Lesson 2: Differences: Male and Female Lesson 3: Naming the Body Parts
Year 3 Valuing Difference and Keeping Safe	Lesson 1: Differences: Male and Female Lesson 2: Personal Space Lesson 3: Family Differences
Year 4 Growing Up	Lesson 1: Growing and Changing Lesson 2: What is Puberty? Lesson 3: Puberty Changes and Reproduction
Year 5 Puberty	Lesson 1: Talking about Puberty Lesson 2: Male and Female Changes Lesson 3: Puberty and Hygiene
Year 6 Puberty, Relationships and Reproduction	Lesson 1: Puberty and Reproduction Lesson 2: Understanding Relationships Lesson 3: Conception and Pregnancy Lesson 4: Communication in Relationships

Rationale

High quality Relationship Education helps create safe school communities in which children can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child;

- children and young people want to be prepared for the physical and emotional changes they undergo, and young people want to learn about relationships;
- guidance is clear that schools must have a preventative programme that enables children to learn about safety and risks in relationships;
- schools maintain a statutory obligation under the Children Act (2004) to promote their children's wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive Relationship Education programme can have a positive impact on children's health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

What is high quality Relationship Education ?

The principles of high quality Relationship Education in all schools – including those with a religious character – are set out below.

Relationships Education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to children at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps children understand on and offline safety, consent, violence and exploitation
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated

It contributes to:

- a positive ethos and environment for learning
- safeguarding children (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping children keep themselves safe from harm, both on and offline
- reducing abuse, domestic violence and bullying

National Requirements

Schools are advised to support children through their physical, emotional and moral development. This includes:

- being taught to respect their own bodies;
- their responsibilities to others;
- building positive friendships and relationships with others involving trust and respect;
- the importance of committed long term and loving relationships, including marriage, civil partnership and adults who have chosen not marry;
- the importance of maintaining personal safety, including managing risk by avoiding dangerous situations and adopting safe practices eg e-Safety;
- hygiene issues;
- cultural difference and diversity in relation to aspects of Relationship Education.

National Curriculum Science

The Primary National Curriculum for Science is mandatory and must cover biological aspects.

Early Years Foundation Stage Curriculum

Children learn about the concept of male and female and about young animals. They also develop skills to forming friendships, thinking about relationships with others, keeping clean, as well as learning about daily routines and families.

National Curriculum Science

Key Stage 1

Child should learn to:

- Identify, name, draw and label the basic parts of the human body
- Notice that animals, including humans, have offspring which grow into adults
- 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

Key Stage 2

Child should learn to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Legislation (Statutory Regulations and Guidance)

The teaching in Relationship Education should meet the needs of all young people whatever their developing sexuality or family circumstances. Our school adheres to this guidance, dealing sensitively and appropriately with issues around sexuality.

Entitlement and Equality of Opportunity

Relations Education is compulsory in Primary Schools.

Children are taught Relationship Education to ensure full coverage of the Fundamental British Values. Relationship Education strongly links to what is covered in Science, focusing on the biological aspects and at Primary Level, Sex Education is not statutory within the Primary Curriculum. Additionally children do talk about Relationship Education lessons with their peers and that these conversations may result in misleading and confusing for the children from talking about Relationship Education lessons they weren't involved in.

As far as is appropriate, children with Special Educational Needs should follow the same education programme as all other students. Careful consideration should be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or Learning Support Assistants work with individual children where required, and if appropriate.

Working with Parents / Carers

We believe that Relationship Education is most effective when home and school work together. As a school, we understand the need to be sensitive to requests of withdrawals, and this would be discussed but Relationship Education is taught to ensure full curriculum coverage.

Safe and Effective Practice

Throughout the course of delivering Relationship Education, children can ask a variety of questions, some of which may be inappropriate for the age of the child. All staff are aware of the following guidance. All staff will use firm boundaries and ground rules throughout the lessons, including but not limited to:

- respect;
- confidentiality;
- no personal questions;
- no disclosures about self or others;;
- questions must be relevant to the content of the lesson;
- children will be made aware that not all questions can be answered.

It is important to realise that as adults teaching Relationship Education we will face a range of questions from our children:

- The majority of questions will be relevant and pertinent to the session – remember children are curious and keen to learn
- Some questions will be asked for amusement and effect. Children may have no interest in the answer and are testing boundaries. These questions will not be answered and the ground rules will be reinforced
- Other questions may be the cause for adult concern: Possibly indicative of safeguarding issues. In this case safeguarding procedures must be implemented.
- Genuine but age inappropriate questions beyond the scope of the year group curriculum, teachers must use their professional judgement, and knowledge of the child and their family, to choose one of the following courses of action
- Explain that the question cannot be answered in the lesson, as it is not covered in the year they are in. Advise the child if/when that issue will be covered (eg Year 5, 6, in Senior School). Suggest that the child speaks to a parent or carer about this
- Acknowledge the question with a promise to return to it later. Speak to the parents or carers of the child, and explain their question. Agree with parents if they would like to answer this at home (school may suggest strategies for doing so) or if they would like this to be addressed by school. If this is the case, clarify with parents how much information they are happy for their child to have.

Safeguarding

In compliance with the school's [Safeguarding Policy](#), staff can reassure children that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection or suspicions of abuse (either now or in the past), must be referred to the Designated Safeguarding Officer or, in their absence, the Deputy Safeguarding Officer.