

Pheasey Park Farm Primary School and Early Years Centre

Policy on Relationships Education

Rationale

At Pheasey Park Farm Primary School we believe that Personal Social and Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Relationships Education is an integral part of PSHE, and an intrinsic part of the physical, intellectual and emotional growth of an individual. We want to ensure that our children are prepared for the later stages of growing up and for them to be educated about changes they will go through. It is also important for pupils to understand what makes a healthy relationship and to develop the independence to make positive choices. At Pheasey Park Farm, we want all of our pupils to flourish, which is reflected in the school's motto 'Believe and Achieve'. We also firmly believe that effective Relationships Education in our setting will equip our pupils with valuable information and prepare them for later life.

Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place,
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils,
- Encourage the use of correct and appropriate vocabulary,
- To foster self-worth and awareness, together with a sense of moral responsibility,
- To understand there are different types of families and alternative set ups,
- To develop pupils' awareness of LGBT,
- To help children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness (SMSC)
- To ensure that Relationships Education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities.

Overview of Relationships Education

Relationships Education is compulsory in Primary schools from September 2020. We believe that the teaching of Relationships Education is an ongoing process, which should start at home and continue at school. This process should happen in partnership with parents so, a positive effort is made to inform and involve parents throughout.

Statutory Guidance

Pheasey Park Farm strives to incorporate new and updated guidance/legislation into practice, to best support and prepare pupils for later life. The most recent statutory guidance from the Department for Education (DfE) is: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2019), which replaces the previous document *Sex and Relationships* (2000). This updated documentation has been thoroughly analysed by the PSHE Co-ordinator and its content will become mandatory by September 2020.

In terms of Relationships Education, the 2019 DfE guidance highlights the following:

- "The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults."
- It suggests that pupils should be taught "about what a relationship is, what friendship is, what family means and who the people are who can support them."
- "Children should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy."
- "Teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these when they are encountered in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security."

These elements make up Relationships Education and also support lifelong learning of spiritual, moral, social and cultural development (SMSC). It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. Relationships Education is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

Key Areas of Relationships Education coverage

The Department for Education (DfE) guidance outlines that Relationships Education consists of five main elements: Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe. The table below is taken from the statutory guidance and highlights what pupils should know by the end of Primary school within these five areas:

Families and people who care for me	<ul style="list-style-type: none"> • That 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. • 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. • 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. • That 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	<ul style="list-style-type: none"> • 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. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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.
Respectful relationships	<ul style="list-style-type: none"> • 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. • 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. • 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	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • 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. • The rules and principles for keeping safe online, how to recognise risks, harmful

	<p>content and contact, and how to report them.</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • 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 e.g. family, school and/or other sources.

The PSHE Co-ordinator has created a *Relationships Education* chart for our school based on the learning outcomes identified by the DfE in the table above. Our chart provides an overview of when pupils in certain year groups at Pheasey Park Farm will cover the content stipulated by the Government within these five key areas of learning.

Relationships Education and PSHE

Parents of the school are represented on the governing body which is in full support of the school's delivery of Relationships Education as part of our PSHE curriculum. Governors are supportive of the idea that children should have a graduated age-appropriate programme of Relationships Education and be encouraged to be comfortable talking about their bodies from a young age. Our school has positive links with the NSPCC, including their 'PANTS' campaign, which teaches the Underwear Rule to children in a simple and friendly way. The PANTS rules aim to teach children how to stay safe from abuse. Governors will continue to be consulted where appropriate, regarding content and materials that are used for teaching Relationships Education.

The lessons that children take part in help pupils to respect themselves and others. The Relationships Education outcomes link in with our PSHE curriculum, which is tailored to the age of the children, as well as their physical and emotional maturity. Relationships Education will be delivered by school staff as part of our PSHE curriculum, and sometimes by invited professionals. School receives support from Walsall Healthcare with topics such as Puberty, and identified staff have also accessed appropriate CPD for Primary-aged children.

To ensure our provision conforms with the updated regulations, two members of staff have undertaken additional Relationships Education training and continue to access relevant updates. This ensures that our school has a clear understanding of what

Relationships Education entails in order to enhance our curriculum. The DfE guidance states that Relationships Education “creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing” - these are key messages that we want to incorporate within pupil learning at Pheasey Park Farm.

Teaching and Learning Strategies

Relationships Education will be predominantly covered through PSHE lessons and will be taught within the context of family life and today's society. Learning strategies for children at Pheasey Park Farm can involve, investigations, role-play, discussions, problem-solving activities and the use of Ed Tech. There are also cross-curricular opportunities for Relationships Education content to be explored in other areas of the curriculum as well. 'Online Relationships' and 'Being Safe' are two of the identified DfE areas for Primary schools to cover; many of the associated learning outcomes for these areas are addressed through SEAL and E-Safety assemblies.

Puberty and Healthy Relationships Sessions

As part of our Health Education and Relationships Education coverage and the statutory requirements, pupils in Years 5 and 6 participate in Puberty talks and Healthy Relationship sessions. School receives support from Walsall Healthcare with this and staff have also attended appropriate training for Primary-aged children. Our school incorporates new and updated guidance into practice, to best support and prepare pupils for later life. A parent drop-in session is offered in advance of the sessions that Year 5 and Year 6 children participate in. This promotes positive links between school and home, and is an effective way of communicating with parents regarding what the sessions involve. Parents/carers have opportunity to view pupil activities, ask questions, discuss any concerns and provide their feedback to staff, which can influence practice.

During these sessions, discussion and asking questions will be encouraged. However, ground rules for this will be established - for example personal questioning of staff or pupils is not permitted. Some of the Puberty and Healthy Relationships activities will be delivered to classes of mixed genders. For other activities (in particular 'Body Changes'), boys and girls will be separated, with the aim of making the activities more comfortable for pupils. In terms of the human body, correct terminology will be used by staff and pupils will also be encouraged to use appropriate vocabulary. Other activities explore areas including: hygiene, respectful relationships, right of equal treatment, acceptable behaviour, well-being, and challenging gender stereotypes.

Managing difficult questions

It is a possibility that during sessions where Relationships Education or Puberty are being discussed that pupils may ask difficult questions that go beyond our teaching.

Staff will attempt to handle such questions in a sensitive way and it will be made clear to pupils that difficult or explicit questions do not have to be answered directly. The DfE guidance states: "given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information", which is a relevant concern in today's society. Whilst we want to educate our pupils in the most effective ways, we do not feel it would be appropriate to enter into conversations with pupils about topics that instead form part of the Relationships and Sex Education curriculum that secondary schools follow. With this in mind, staff will use their professional judgement to manage difficult questions; they will decide whether or not to answer a question, and in what extent of detail. Some questions may require an answer to be provided to the whole class/group, whereas other questions might benefit from a 1:1 response with the pupil following the session. If staff are concerned about particular questions or comments that a pupil has made, the usual recording and safeguarding procedures of our school will be followed.

Resources

As part of Relationships Education at Pheasey Park Farm, material used will be from a variety of suitable sources. Inclusive and age-appropriate resources are used across the school, with staff also being encouraged to use different resources to make sessions interesting for pupils. In addition, consultation has been undertaken with appropriate external agencies regarding quality resources for the Puberty and Healthy Relationships sessions. Staff also have access to additional resources to support with delivery of Relationships Education, Puberty and Healthy Relationships; some of these are located in the Hedgehogs Room and some are online-based.

Relationships Education and Inclusion

Elements of Relationships Education are linked within the curriculum for all year groups across the school. Important content is delivered to children through whole-class teaching, group work, key stage assemblies and special curriculum days or other events (See Calendar of Events). Our delivery of content is made accessible for all pupils; staff are effective in differentiating outcomes for children and making adjustments where necessary. Learning opportunities are provided which are tailored to the needs of all pupils, including those children who have a Special Educational Need (SEN), or who speak English as an Additional Language (EAL). The teaching of Relationships Education at our school is also sensitive, developmental and age-appropriate.

LGBT

As part of PSHE and Relationships Education within our school, we provide opportunities for pupils to learn about a variety of different families, including Lesbian, Gay, Bisexual and Transgender (LGBT) relationships. Our staff take particular family set ups into account and approach these with sensitivity. At Pheasey Park Farm, staff

are respectful and accepting of pupils' choices, and we encourage the children to be as well - tolerance and respect are reinforced at our school through the promotion of British Values. We also ensure that staff are trained to approach LGBT issues and school has a range of resources to support with this. Different families, treating everyone equally and respecting the choices of others are integrated within our age-appropriate PSHE and Relationships Education provision across the year groups.

Children requiring additional support with LGBT issues can receive this through identified staff in school. Two members of staff have attended appropriate and relevant training in order to support individuals and to facilitate a whole school approach to LGBT. Any incidents of homophobic language are recorded, and dealt with in line with school policies and procedures.

Health Education

The Department for Education (DfE) also detail what Health Education provision should cover, as this is also compulsory in Primary schools. Their statutory guidance regarding *Physical Health and Mental Well-being* consists of eight main elements: Mental well-being, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid, and Changing adolescent body. The table below is taken from the statutory guidance and highlights the end points which children need to reach by the end of Primary school within these areas:

<p>Mental well-being</p>	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.
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Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • 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. • 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. • Why social media, some computer games and online gaming, for example, are age restricted. • 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. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • 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. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • 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).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

The PSHE Co-ordinator has analysed this documentation and similarly to Relationships Education provision, has produced a chart demonstrating our school's Health Education provision against the learning outcomes from the *Physical Health and Mental Well-being* guidance. There is a strong emphasis on mental well-being, which is an area of paramount importance that Pheasey Park Farm have a whole-school approach towards.

Assessment

Relationships Education is integrated within our PSHE curriculum, which we do not formally assess. Instead, staff aim to establish pupils' understanding of areas of Relationships Education through discussion, observations and informal judgements. We also value children's feedback following the Puberty and Healthy Relationships sessions; we take pupil voice into account, and use their views to improve school practice.

Right to Withdraw

Previously, Puberty sessions in Years 5 and 6 were not compulsory, and parents had the right to withdraw their child(ren). However, under the new guidance (mandatory from September 2020 but schools could implement from September 2019), parents **cannot** withdraw their child(ren) from any aspect of Relationships Education, including Puberty.

Parents have the right to withdraw their child(ren) from all or part of any Sex Education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for Science. The DfE guidance states: "Sex Education is not compulsory in Primary schools" and "it will be for Primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils." At Pheasey Park Farm, we do **not** teach Sex Education to pupils. Children cover topics including the nature of the human body and how it grows/changes, and the biological aspects of reproduction, however these are part of the National Curriculum requirements for Science. Our school's coverage of these topics does not go beyond the teaching of the Science National Curriculum, so what we do teach our children falls within our PSHE, Relationships Education and Health Education curriculum. The DfE guidance also states: "there is no right to withdraw from Relationships Education or Health Education", therefore parents do **not** have the right to withdraw their child(ren) from our curriculum at Pheasey Park Farm.

Equal Opportunities

Our school believes every pupil has the right to an effective education and that all pupils should be treated equally. Pheasey Park Farm complies with the relevant provisions made in the Equality Act and we are aware of protected characteristics such as sex, religion, disability, sexual orientation and gender reassignment. We have a duty of care to all pupils at Pheasey Park Farm and it is also our duty to deliver key areas of the statutory curriculum, including Relationships Education, to all children.

Safeguarding/Child Protection

All child protection issues, including sexual abuse, are dealt with through the school's Child Protection Policy and Procedures, and the Recruitment Policy. All staff are aware of their responsibilities in relation to safeguarding our pupils; as part of this, regular safeguarding training and updates are provided to staff.

Staff Roles

All staff will be supported with training and support. Where appropriate, alternative staff or visiting professionals will be asked to deliver parts of the curriculum.

Monitoring and Evaluation

The PSHE Co-ordinator will monitor coverage and the effectiveness of this policy within the framework of the school monitoring timetable.

Supporting Documentation:

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (Department for Education, July 2019)
- Relationships Education chart - curriculum overview
- Physical Health and Mental Well-Being chart - curriculum overview
- PSHE Progression of Skills document
- PSHE Policy
- Hedgehogs Policy

This policy will be reviewed annually.

Miss N. Elsdon

June, 2020.