



Brackenhill Primary School

Relationships Education Policy

Aims

This policy covers our schools' approach to teaching relationships education. Our school aims for relationship education is to help our pupils to show respect, tolerance and empathy. This will be done by pupils learning about what makes healthy relationships with a focus on family and friendships through lessons which are age appropriate and sensitive to their beliefs. Therefore, relationships education is not about sexual relationships.

Relationships Education is taught in line with the school aims and values:

“We aim to prepare our children to contribute positively to our diverse and changing society, by fostering the pursuit of excellence in academic, practical and physical skills, and by developing the quality of mind, body and spirit so that all acquire a sense of responsibility, awareness of right and wrong, effective social skills and high self-esteem. We strive to provide a secure and caring environment in which all children are valued, stimulated and motivated.”

Legislation

We are required to teach Relationships Education as a statutory requirement from the Department for Education under section 80A of the Education Act 2002. Therefore, all pupils must take part in these lessons.

The documents that have been used to inform our policy making are:

Education Act (1996)
Learning and Skills Act (2000)
Education and Inspections (2006)
Equality Act (2010)
Keeping children safe in education – Statutory safeguarding guidance (2018)
Children and Social Work Act (2017)

According to the guidance on 'Relationships Education, Relationships and Sex Education and Health Education' (September 2019), sex education is not compulsory in primary schools, therefore, we will not be teaching it at our school. However, pupils will learn about puberty as part of health and education lessons in Year 5. Other aspects of sex education will not be covered at Brackenhill unless safeguarding concerns determine otherwise. Parents will be informed and consulted in advance if this is the case.

Links to other Policies and Curriculum Areas

The content of Relationships Education is supported by our:

- Anti –bullying Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- PSHE Education Policy.



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Delivery of Relationships Education

We will ensure relationships education is inclusive and meets the needs of all our students including those with special educational needs and disabilities (SEND). This will be sensitive to all family and faith backgrounds and pupils' own identities. Brackenhill aims to show respect and tolerance to all the protected characteristics of the Equality act 2010 in the delivery of relationships education. The protected characteristics are age, disability, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. In such cases the questions will be addressed by working together with the parents. Valid questions will be parked and conveyed to the parent in order for them to answer appropriately. Brackenhill also run nurturing programmes for parents which cover aspects of puberty and how to deal with challenging questions such as growing up and changes to the body.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

Families and people who care for me

Pupils should know

- 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

Pupils should know

- 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.



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- 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

Pupils should know

- 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

Pupils should know

- 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 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

Pupils should know

- 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.



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Roles and responsibilities

Governing Body

The relationships education policy will be approved by the governing body. They will hold the Headteacher to account for its implementation throughout school. The designated governor will be responsible for the monitoring and review of the policy. In the case of children asking sensitive questions, the approach of parking the questions will be used and then passing it on to the parent to answer appropriately as part of working with parents.

Headteacher

The head teacher is responsible for ensuring that relationships education is taught consistently across the school.

School Nurse

The school nurse is responsible for the delivery of puberty information in single sex groups in Year 5. Parents are able to opt in and out of this.

Staff

Staff are responsible for:

- The delivery of relationships education in a sensitive way, taking account of pupils' family and faith backgrounds.
- Modelling positive attitudes to relationships education, as with any other subject.
- Monitoring children's learning in order to ensure they are making progress to meet the end of year 6 requirements.
- Responding to the needs of individual pupils in line with the policy.

Staff do not have the right to opt out of teaching relationships education. Staff who may have concerns about teaching this subject are strongly encouraged to seek support.

Review

The delivery of RSE is monitored by the PSHE Leader and the Senior Leadership Team through monitoring arrangements, such as planning scrutinies, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Full Governing Body annually.

