



## WEST JESMOND PRIMARY SCHOOL

### Families, Relationships and Health Education Policy

| <b>Revision Record of Published Versions</b> |                      |                |  |
|--|----------------------|----------------|--|
| <b>Author</b>                                | <b>Creation Date</b> | <b>Version</b> | <b>Status</b>  |
| West Jesmond Primary                         | January 2019         | 1.0            | Draft Policy by DHT Rebecca McVittie   |
| <b>Changed by</b>                            | <b>Revision Date</b> | <b>Version</b> | <b>Status</b>  |
| West Jesmond Primary                         | March 2020           | 2.0            | Revised draft policy RMcV and LW   |
| West Jesmond Primary School                  | Oct 2020             | 2.1            | Governors Agreed policy – TJ and LW after parental and staff consultation                  |
| West Jesmond Primary School                  | July 2022            | 2.2            | Reviewed by LW and MW  |
| West Jesmond Primary School                  | October 2023         | 2.3            | Reviewed by LW and MW<br>(Addition of Pupils Should Know Appendix 1) + formatting changes) |
| West Jesmond Primary School                  | March 2025           | 2.4            | Reviewed by LW and MW  |

#### Ouseburn Learning Trust RSE Statement of Intent

In the Ouseburn Learning Trust, we believe that Relationships and Sex Education (RSE) is a crucial part of children's social and emotional development; helping them to understand and recognise similarity and difference within their lives and those of their peers, as well as learning what constitutes healthy and positive relationships.

Relationships education in the OLT focuses on teaching the fundamental building blocks of positive relationships and is taught within the context of family life. It takes into account our statutory responsibilities as outlined in the DFE guidance for RSE (2019) and The Equality Act (2010).

OLT schools recognise and actively teach children that families can include single parent families, heterosexual parents and LGBT parents. Families may also be headed by grandparents or other family members, adoptive parents, foster parents, and some children may have a different structure of support around them (for example: looked after children or young carers).

OLT schools are committed to delivering a truly inclusive RSE curriculum, ensuring that all children are supported to navigate their lives in a safe, healthy and responsible way and to treat one another with kindness and respect.

### Rationale and ethos:

The purpose of this Families, Relationships and Health Education policy is to set out our school's approach to statutory Relationships Education set out by the Department for Education. It was produced by the PSHE lead, in consultation with the Deputy Head Teacher, Board of Governors, as well with our staff and parents. The policy is available to parents and carers through the school website.

### Aims of the policy:

At West Jesmond Primary, we envisage an education for all pupils that enables them to be creative, inquisitive, compassionate and successful young people. As a school and staff, we believe in an ethos where children of all backgrounds and cultures are welcomed and valued and are confident to participate and take a lead role in society. Our curriculum should support pupils to demonstrate outstanding social and learning behaviours and self-discipline; become confident, but not arrogant, proud of their success, able to encourage others and understand the changing world around them.

Families, Relationships and Health Education are integral components of our PSHE curriculum, which is central to our approach and at the core of our ethos. We define 'Relationships Education' as the fundamental building blocks required to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships. As well as learning about relationships, children will understand the emotional, social and physical aspects of growing up, human sexuality and health in an age-appropriate way (Sex Education Forum, 2018).

As a school we aim to promote healthier, safer lifestyles for all children, in order to help to foster wellbeing and develop resilience and character that we know are necessary to pupils being happy, successful and productive members of society. Therefore, we are committed to ensuring we offer relationships provision for all pupils, including those with special educational needs and disabilities. Under the provisions of the Equality Act (2010), schools 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**). **Our Relationships curriculum** aims to respond to the diversity of children's cultures, faiths and family backgrounds.

The intended outcomes of our programme by the time they leave Year 6 are:

#### Family and people who care for me:

Know and understand what constitutes a healthy family and what that can provide (love, protection security etc). Gain awareness that some families may look different, and these differences should be respected.

#### Caring friendships:

Understand the importance of friendships and characteristics associated. Learn how to manage friendships and how to seek advice from others if needed.

#### Respectful relationships:

Understand they have a responsibility to respect others even if they are different from them. Have awareness of different types of bullying and the importance of permission seeking.

### Online relationships:

Recognise that people can behave differently online, the risks associated and develop rules for keeping safe in the online world.

### Being safe:

Understand they have a right to personal space and privacy and how to ask for help. Recognise the feelings associated with feeling unsafe and what sort of boundaries are appropriate.

### Roles and responsibilities:

The governing body will approve the Families, Relationships and Health Education policy and hold the headteacher/senior leadership team to account for its implementation.

It is the responsibility for the Senior Leadership Team to:

- Ensure parents and staff are informed about the policy
- Provide members of staff with sufficient training so that they can teach successfully and handle difficult situations sensitively
- Monitor the policy and ensure it is implemented effectively

Teachers are responsible for the delivery of Relationships and Health Education (supported by PSHE leader, as necessary), including monitoring progress and responding to the needs of the children when any issues arise. If staff have any concerns about a child, they will raise this with the designated safeguarding leads as outlined in the Safeguarding and Child Protection policy.

Parents and carers will be informed about the school's policy and practice so they can encourage and support discussions at home. Any issues that parents or carers raise will be taken seriously and the senior leadership team will ensure all queries and questions are answered.

### Legislation (statutory regulations and guidance):

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental and physical development of children at the school and of society, and prepares children at the school for the opportunities, responsibilities and experiences of later life'. Our Relationships Education offered enables us to fulfil this duty as these underpinning values are integrated across our school curriculum. Our whole school approach allows pupils to develop the qualities and attributes needed to thrive as individuals so they can leave us confident to participate and take a lead role in society.

Furthermore, we recognise that as a school we have the responsibility, from September 2020, to deliver relationships in education under current regulations and guidance from the Department for Education. Therefore, we have based our school's Relationships policy on the statutory guidance document "[Relationships and Sex Education \(RSE\) and Health Education](#)" (DfE, 2019) and the PSHE Association's supplementary guidance "*Writing your school's relationships and sex education (RSE) policy*" (PSHE Association, September 2018).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. This policy outlines how we approach relationships teaching at West Jesmond Primary.

## Curriculum design:

Our Families, Relationships and Health Education programme is embedded within our whole school PSHE education provision, and at West Jesmond, we have developed our own PSHE scheme of work for Years 1-6, which incorporates the resources and guidance from the PSHE Association. We have chosen to deliver Relationships Education as part of our broader PSHE programme, covering topics such as keeping children safe on and offline, maintaining physical and mental health, developing skills and attributes to manage peer pressure, risks and decision-making.

At West Jesmond, we believe that pupils should be taught about the society in which they are growing up and live. Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This will occur in a range of contexts (mentioned below) so that pupils can form an early understanding of the features of relationships that are likely to lead to happiness and security. Furthermore, this will also help them to recognise any less than positive relationships when they encounter them. We will start by building on the learning from the EYFS in relation to taking turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, and the concept of personal privacy.

As previously mentioned, class teachers will deliver Relationships and Health Education in line with the whole school and year group overviews. High quality resources (for example those provided by the PSHE Association) will be regularly reviewed and selected, such as books and film clips, to promote understanding. Furthermore, we will work in partnership with the Public Health Team to assist and deliver a variety of health activities to supplement the teaching provision that are age appropriate. In addition, relationships concepts may also be introduced in and explored within both whole school and Key Stage assemblies.

Beyond lessons, pupils are supported in applying the skills they are learning in real life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts through debate on school matters and society to a wider group. Relationships Education will complement other curriculum areas and teachers are encouraged to integrate teaching where appropriate, for example online safety in computing, body changes in science and respecting others in religious studies.

At West Jesmond, online safety is a whole school priority and aspects of this are instilled within Relationships Education; pupils are taught how to navigate the online world safely and confidently as the principles of positive relationships will apply to those online. When teaching relationship content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will cover content on how information and data is shared, for example, by sharing pictures. To complement this, children will also participate in online safety lessons throughout the school year, within their computing lessons, in order to keep safe. More information can be found within the Online Safety policy.

We understand that pupils will bring differing levels of knowledge and understanding to any issue explored through Relationships Education. During lessons, new topics often start by determining pupils' prior knowledge. Teachers may use materials and activities from the PSHE Association to gain a baseline when beginning a new topic.

We teach about relationships to all our pupils, regardless of their ability, as we recognise the right for all pupils to have access to this learning, which meets their needs. At West Jesmond, we will ensure that pupils with SEND receive access to Relationships Education by ensuring learning opportunities match their ability. To ensure that no pupil is excluded from access to Relationship

Education, we will give careful consideration to the level of differentiation needed, and in some cases adapt the content or delivery.

### **Safe and Effective practice:**

Like the teaching of PSHE, it is expected that during relationships lessons, an emphasis is placed on active learning through planned discussions, circle-time, role-play activities, group-work and problem solving. All teachers will endeavour to provide a safe learning environment through the establishment of clear 'ground rules', which are made explicit to the children and reinforced consistently. Teachers will devise their own 'ground rules' that include:

- Taking turns to speak
- Using positive vocabulary
- Listening attentively
- Right to pass
- Respecting privacy

Pupils may ask questions relating to relationships teaching and teachers may require support in answering these questions. At West Jesmond, questions arising will be answered according to the age and maturity of the pupil/pupils. Teachers will decide if the questions are answered directly or addressed individually at a later time. The school believes that individual teachers must use their skill and discretion in this area and refer to the procedures outlined in the Safeguarding and Child Protection policy if they are concerned.

### **Safeguarding:**

Teachers are aware that effective relationship education, which brings an understanding of what is and what is not appropriate in a relationship, may lead to a disclosure of a child protection issue. Therefore, they are to seek advice or support from the designated safeguarding lead outlined in the Safeguarding and Child Protection policy. Teachers are reminded that they cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. Visitors/external will also be required to follow the school's procedures.

### **Engaging stakeholders:**

West Jesmond Primary recognise the role of parents and carers in relation to children's relationships, therefore we wish to build positive and supportive relationships through mutual understanding, trust and co-operation. We are committed to working with parents and carers by promoting effective communication and discussion through year groups' welcome meetings, the use of the school website and updates within newsletters and curriculum maps. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support if required. By informing parents about the best practice in relation to Relationship Education, we will ensure that the key messages that parents and carers give to children at home supports the teaching in school.

### **Parents' right to withdraw**

There is no right to withdraw from Relationships Education at primary. We believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

### **Monitoring, reporting and evaluation:**

The PSHE lead will monitor Relationships Education provision through the effective use of the West Jesmond Primary whole school and year group overviews that each year group will use to structure their teaching over the academic year. These objectives will include healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Teachers will also collate evidence of the delivery of activities within lessons and demonstrate how they meet learning outcomes using their class floor book.

At West Jesmond, we have the same high expectations of pupils' work when teaching about relationships as we do with other subjects within our curriculum. We recognise that it is fundamental to build on the knowledge pupils have previously acquired and will continue to revisit themes across school. At West Jesmond, the personal nature of relationships education means that we do not formally assess, however we track children's learning and understanding throughout the key stages using our school milestones. *Please see Appendix 1 for what we expect our pupils to know by the time they leave Primary education.* This gives pupils the opportunities to reflect on their goals so that the PSHE lead knows how learning and understanding has been progressed. Pupil voice will be influential in adapting and amending planned learning activities and any feedback from teachers, parents/carers and pupils will be carefully considered.

### **Policy Review date:**

This policy will be reviewed on October 2025 by the PSHE lead and head teacher and the governing body. This will ensure effective relationship provision, that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

## Appendix 1:

(From Relationships Education, Relationships and Sex Education (RSE) and Health Education Pages 20-23)

### By the end of their time in primary school:

#### 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.
- 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. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- 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.