# Brunswick House
Primary School



# Relationship Education Policy

Reviewed and Ratified: February 2020
Next Review: February 2022
By:  Strategy

This policy covers our approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

## Purpose and Principles

At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
  the ability to identify any concerns they have about a relationship;

- coping strategies and an awareness of how and where to seek support;
  an understanding of their rights and responsibilities within a range of relationships;

- an awareness of the process of growing up and the changes they and others will experience;

- an understanding of the characteristics of positive relationships.

## Statutory Regulations

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Documents that inform the school's Relationships Education Policy include:

  ➢ Education Act (1996)

  ➢ Learning and Skills Act (2000)

  ➢ Education and Inspections Act (2006)

  ➢ Equality Act (2010),

  ➢ Supplementary Guidance SRE for the 21st century (2014)

  ➢ Keeping children safe in education – Statutory safeguarding guidance (2016)

  ➢ Children and Social Work Act (2017)

## Roles and Responsibilities

The Relationships Education programme in our school will be monitored by Mrs Beadle.

## Our Relationships Education Curriculum

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.
Our Relationships Scheme of Work can be viewed on the school website at www.Brunswick-house.kent.sch.uk

Learning in Relationships Education lessons will link to learning in PSHE, science and computing.
Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully.
Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

## Delivering the Curriculum

Our PSHE lessons are taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.
Computing lessons incorporate a broad online safety coverage which ensures that the children are fully immersed in how to stay safe in the digital world.
We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

## Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.
Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.
Comments on children's learning and progress in Relationships Education, as part of their learning in PSHE, will be reported to parents and carers at the beginning of the academic year.

## Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding leads:
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Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

## Right to withdraw from Relationships Education

Parents will not have the option to withdraw their children from Relationships Education or Health Education.

## Links to Other Policies

Our Relationships Education Policy links to the following other school policies:

- ➤ Safeguarding Policy
- ➤ Science Policy
- ➤ PSHE Policy
- ➤ Computing Policy

## Reviewing the Policy

This policy will be reviewed on an annual basis by Mrs Beadle
This will ensure that information is accurate and up-to-date and that the views of staff, parents and pupils are heard and considered regularly.

| Relationships Education – Compulsory | | |
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| The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made **Relationships Education compulsory** in all primary schools. **Sex education is not compulsory in primary schools** and the content set out in this guidance therefore focuses on Relationships Education. | | |
| **Families and people who care for me** | **Pupils should know**<br>• that families are important for children growing up because they can give love, security and stability.<br><br>• 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.<br><br>• 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. | PSHE<br>Computing<br>Science<br><br>1-term 1<br>2-term 2<br>4-term 5<br>5-term 6 |
| **Caring friendships** | **Pupils should know**<br>• how important friendships are in making us feel happy and secure, and how people choose and make friends.<br><br>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.<br><br>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | 1-term 1<br>1-term 3<br>2-term 5<br>3-term 3<br>4-term 5 |

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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.<br><br>• 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**<br>• 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.<br><br>• practical steps they can take in a range of different contexts to improve or support respectful relationships.<br><br>• the conventions of courtesy and manners.<br><br>• the importance of self-respect and how this links to their own happiness.<br><br>• 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.<br><br>• 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.<br><br>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.<br><br>• the importance of permission-seeking and giving in relationships with friends, peers and adults. | 1-term 2<br>1-term 5<br>2-term 2<br>2-term 5<br>3-term 1<br>4-term 3<br>4-term 5<br>6-term 1<br>6-term 2 |
| **Online relationships** | **Pupils should know**<br>• that people sometimes behave differently online, including by pretending to be someone they are not.<br><br>• 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.<br><br>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. | 1-term 4<br>2-term 4<br><br>2-term 3<br>3-term 2<br>3-term 4<br>4-term 1<br>4-term 3<br>5-term 2<br>6-term 1<br>6-term 2<br>6-term 6 |

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| | • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.<br><br>• how information and data is shared and used online. | |
| **Being safe** | **Pupils should know**<br>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br><br>• 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.<br><br>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br><br>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.<br><br>• how to recognise and report feelings of being unsafe or feeling bad about any adult.<br><br>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,<br><br>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.<br><br>• where to get advice e.g. family, school and/or other sources. | Class charters, Assemblies, daily discussions<br><br>2-term 4<br>4-term 4<br>6-term 4 |

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| **Health Education - Compulsary**<br>**Physical health and mental wellbeing**<br><br>The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. |

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| **Mental wellbeing** | **Pupils should know**<br>• that mental wellbeing is a normal part of daily life, in the same way as physical health. | 1-term 1<br>2-term 2<br>3-term 3 |

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| | • 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. | 4-term 6<br>4-term 5<br>5-term 5<br>6-term 1 |
| | •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. | 2-term 3<br>4-term 3<br>6-term 4 |
| | •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. | |
| **Internet safety and harms** | **Pupils should know**<br>•that for most people the internet is an integral part of life and has many benefits. | 1-term 4<br>6-term 4 |
| | •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. | E-Safety Day<br><br>FS/1- term 2 |
| | •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. | term 3<br>term 6<br><br>2-term 1<br>2-term 2 |

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| | •why social media, some computer games and online gaming, for example, are age restricted. | 2-term 3<br>2-term 4<br>2-term 6 |
| | •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. | 3-term 2<br>3-term 3<br>3-term 4<br>3-term 6 |
| | •how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. | 4-term 1<br>4-term 2<br>4-term 3<br>4-term 4 |
| | •where and how to report concerns and get support with issues online. | 5-term 2<br>5-term 4 |
| | | 6-term 1<br>6-term 2<br>6-term 3<br>6-term 4 |
| **Physical health and fitness** | **Pupils should know**<br>• the characteristics and mental and physical benefits of an active lifestyle.<br><br>• 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.<br><br>• the risks associated with an inactive lifestyle (including obesity).<br><br>• how and when to seek support including which adults to speak to in school if they are worried about their health. | SPORTS WEEK<br><br>2-term 6 |
| **Healthy eating** | **Pupils should know**<br>• what constitutes a healthy diet (including understanding calories and other nutritional content).<br><br>• the principles of planning and preparing a range of healthy meals.<br><br>• 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). | 1- Fruit salad<br>2-salad<br>3-term 2<br>3-term 5<br>4-term 4<br><br>3-term 2<br>4-term 4<br>5-term 5<br>6-term 4 |
| **Drugs, alcohol and tobacco** | **Pupils should know** | 1-term 4<br>4-term 4<br>6-term 6 |

| | • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | (safety in action) |
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| **Health and prevention** | **Pupils should know**<br>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.<br><br>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.<br><br>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.<br><br>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.<br><br>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.<br><br>• the facts and science relating to immunisation and vaccination | 1-term 4<br>3-term 4<br><br>3-term 2<br>4-term 4<br>5-term 5<br>6-term 4 |
| **Basic first aid** | **Pupils should know:**<br>• how to make a clear and efficient call to emergency services if necessary.<br><br>• concepts of basic first-aid, for example dealing with common injuries, including head injuries. | 3-term 5<br>6-term 4 |
| **Changing adolescent body** | **Pupils should know:**<br>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.<br><br>• about menstrual wellbeing including the key facts about the menstrual cycle. | 6-term 5<br>6-term 6<br><br>4-term 4<br>5-term 5<br>6-term 4 |