



## **Relationships Education Policy**

## Our Mission Statement

Holy Trinity and S. Silas School was founded by the Church in 1847 to serve the community and to provide an education for every child in the area.

We offer all our children an education of the highest quality taught through the arts and lived through the principles and practice of the Christian faith. We provide a place where all children and adults know their contribution is valued and where they can develop their own faith in God and in one another.

We aim to help every child develop to their full potential, to achieve highly, succeed, and grow in confidence and abilities. Our inspiring curriculum provides all the skills every child will need for life, it develops their self-confidence, awakens their imagination and encourages them to think independently.

We value the diversity of backgrounds and cultures which enrich our life and help our school become the unique place it is. The life of our school is integral to that of the Parish: we both contribute to our local community and benefit from it in our achievements.

It is in this way that we prepare our children for the future and fulfil our school motto: 'Fortis in Fide' (*Strong in the Faith*).

*"And let us consider how we may spur one another on toward love and good deeds, but encouraging one another." (Hebrews 10.25)*

'Fortis in Fide'



'Strong in the Faith'

**Relationship Education at Holy Trinity and S.Silas**

## **Key contacts**

PSHCE/Character and well-being subject leader: Violet Sun

SRE Lead: Violet Sun

Lead Governor: Tessa Ross

Designated Safeguarding Lead (DSL): Lorraine Dolan

### **1. Purpose of the Policy**

All primary schools are required to teach Relationships Education and to produce a Relationships Education policy.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it
- Enable parents and carers to support their children in learning about Relationships Education
- Give a clear statement on what the school aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school pupils
- Sets out how Relationships Education meets schools' legal requirements to:
  - promote wellbeing (Children Act 2004)
  - prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
  - meet the school's safeguarding obligations
  - comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups

The policy also includes a statement on Sex Education which covers a definition, what is taught, who teaches it and parents right to withdraw.

### **2. Development of the school Policy**

This policy was developed by a working group with representation from Senior Leaders, staff and involved consultation with governors, the wider staff group. We also consulted with Camden Learning & LDBS.

We have taken account of the

- Statutory guidance on Relationships Education, RSE and Health Education (DfE Feb 2019)
- Camden's example policy November 2019
- Equality Act 2010 and the Public Sector Duty

### **3. Links to other policies**

This policy links to our Safeguarding and Child Protection policy, Behaviour policy, Anti-bullying policy, Equality policy and Online safety policy.

Our provision of Relationships Education is part of our approach to supporting the health and wellbeing of children and our commitment to being recognised as a healthy school, which was achieved in July 2019.

### **4. Definition of Relationships Education**

The requirements for teaching Relationship Education in primary are described in the DfE statutory guidance and based on the guidance, we have defined Relationships Education as learning about

- Different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships
- The importance of families for caring for children
- How to recognise when a relationship is unhealthy or unsafe and how to seek help and report concerns or abuse (including online)
- The importance of respecting others who are different from themselves whether physically, their family structure, their race, religion, belief, disability or sexual orientation
- Different types of bullying and discriminatory language, the impact it has and how to prevent it and get help
- Stereotypes and how they can lead to prejudice and discrimination eg based on gender, race, religion, disability or sexual orientation
- How to recognise risk and be safe online

## **5. Why teach Relationships Education at primary school?**

The government has made Relationships Education a statutory part of the curriculum and we agree that this is a crucial aspect of the primary curriculum.

We want children to develop the skills to make positive, caring, respectful and healthy relationships; in their friendships, within their families and with other children and adults.

We recognise that many children in primary already have active online lives and that the knowledge and skills they learn in Relationships Education will enable them to navigate the online world safely and understand what is and is not appropriate behaviour.

Through Relationships Education, pupils also gain the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse and keep themselves safe.

For all these important reasons, the government has made Relationships Education a compulsory part of the school curriculum in which all pupils are required to participate and parents do not have the right to withdraw them.

## **6. Values promoted through Relationships Education**

We are committed to creating an inclusive school that promotes diversity and equality and fundamental British Values\*. Teaching relationships education will ensure that all children develop respect for others and for difference, and tolerance and understanding of all aspects of diversity. We want all children to understand and feel accepted in the society they are growing up in and for every child in Camden to thrive in modern Britain.

We believe that Relationships Education promotes the aims and values of our school which include

- Respect for self and others
- Kindness and consideration for others
- Commitment, trust and love within relationships
- Promoting equality and respecting rights and responsibilities in relationships
- Respecting and celebrating difference and diversity

- Preventing prejudice and discrimination based on religion or belief, disability, sexual orientation, gender and gender reassignment\*\*
- Promoting gender equality, challenging gender stereotypes and inequality
- Valuing family life and stable, loving and caring relationships, including marriage and civil partnerships, for bringing up children
- Everyone has the right to a healthy and safe relationship

\* democracy, individual liberty, the rule of law and mutual respect and tolerance

\*\*protected characteristics as enshrined in law through the Equality Act 2010

## 7. Aims for Relationships Education

Our Relationships Education programme aims to help children

- Develop the confidence to talk about relationships
- Develop the skills to make and maintain healthy and respectful friendships and family relationships
- Recognise unhealthy or unsafe relationships, including friendships (and online), within the family and with known or unknown adults
- Recognise the differences between appropriate and inappropriate or unsafe contact; physical or otherwise, and to know how to report it and get help.
- Understand the importance of respecting others even when they are different from them
- Understand and respect different types of families, including families with one parent, with same sex parents, families that foster and adopt children
- Challenge and prevent discrimination based on difference eg race, religion, gender, gender identity, disability or sexual orientation
- Recognise bullying and discriminatory language based on race, religion, gender, disability or sexual orientation and develop the confidence to prevent it and report it
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know how to be safe online and behave respectfully and appropriately
- Know where and how to seek information and advice when they need help

## 8. Content and Organisation of Relationships Education

*Where is Relationships Education taught?*

Relationships Education will be taught through a planned programme of PSHE and Citizenship taught as timetabled lessons in all Years. Sometimes this will be organised as blocks of teaching eg teaching about preventing bullying to coincide with anti-bullying week or integrated into topics.

*What is taught in Relationships Education?*

Our Relationships Education programme

- Reflects the statutory requirements in the DfE Guidance that describes what needs to be taught by the end of primary (see appendix 1)
- We have planned the curriculum so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learnt in previous years.
- The scheme of work is adapted from the 'Camden PRIMARY PSHE and Citizenship Scheme of Work for Years 1 – 6,' and 'Character and well-being' scheme of work, Jubilee Centre, University of Birmingham.

## Teaching about difference and diversity

The Government guidance “expects all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”. We will not have specific LGBT lessons but through our teaching will help children to understand the society in which they are living and growing up in, as well as be respectful of others and difference.

This will mean that when pupils learn about families, we will include families with two mums and two dads and when pupils learn about marriage, they will learn that marriage can be between opposite sex and same sex couples. When children learn about bullying and discriminatory language they will learn that this can happen because people are different or perceived to be different, and this can be because they have a different religion, are a different race, have a disability, or a different sexual orientation.

#### **In Year 1**

In Year 1 we talk about the children’s families to understand that all families are different but that they all love and care for one another. We use story books that show a wide range of family structures, including families with two mums and two dads

#### **From Year 2**

We introduce the idea that other people’s families may not be the same as our own, but that this is ok and that even though they are different their love and care for one another is what is important and that we respect one another’s’ differences. Children talk about their own family structures which might include families with one parent, with parents who are married, with parents that are not married, families with parents who are divorced where children might have parents and step parents, families where children are living with relatives such as aunts and grandmothers.

Teachers introduce a range of family structures to reflect the diversity within the school and within the community such as families where children are fostered and adopted and families where there are two mums and two dads.

The diversity of families is included when children learn more about families in Key Stage 2.

Our library includes a range of information books and storybooks reflecting family diversity and our inclusive values. Age appropriate books are introduced when the subject is being covered in class eg when teaching about families

#### **Teaching about different relationships**

In Year 6 pupils learn that there are different types of romantic relationships, and that these can be between couples of the same and different sex. They learn a basic meaning of the words heterosexual, gay and lesbian.

#### **Teaching about preventing bullying and discriminatory language**

We do not tolerate any type of bullying or discriminatory language, including using the word lesbian, gay, bisexual or transgender in an insulting or derogatory way. The Equality Act 2010 requires schools to prevent all types of discrimination.

When we teach about bullying in Years 5 and 6, we cover all types of bullying and discriminatory language, including bullying based on race, religion, disability, gender, gender reassignment and sexual orientation. They also learn what homophobic, biphobic and transphobic bullying mean.

Pupils learn about the impact that bullying and discriminatory language have on people, how these can cause prejudice and discrimination and mental health problems and what we can do to prevent this happening.

How is Relationships Education taught?

- We recognise that teaching about some aspects of Relationships Education is sensitive. All teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality, are respectful of one another and do not discuss or ask private information of each other or the teacher.
- We will emphasise the importance of strong and supportive relationships, including marriage and civil partnerships (between opposite and same sex couples), and that caring and loving relationships are at the heart of happy and secure family life.
- Teaching resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- We ensure that the Relationships Education teaching programme is inclusive and is appropriate and relevant to all pupils, including those with SEN and disabilities. Where needed, Relationships Education is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups.
- Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and wider society, and help all pupils feel valued and included, regardless of their gender, race, religion, ability, disability and family structure
- Teachers do not discuss details of their personal relationships with pupils

### **Answering children's questions**

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher or parents. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

### *Who teaches Relationships Education?*

Relationships Education will be taught by the class teacher but sometimes outside organisations are involved eg a Theatre Company during anti-bullying week

If visitors are involved in Relationships Education, we will

- Ensure their contribution is integrated into our scheme of work
- provide the visitor with an up-to-date copy of the school's Relationships Education Policy and ensure they adhere to it
- Ensure that the class teacher is present throughout the lesson/session, taking responsibility for class management
- follow up the learning in later lessons

### **Sex Education and the right to withdraw children**

In this school we teach some sex education that is in addition to the science national curriculum and sex education is defined as teaching about sexual intercourse in the context of learning about how a baby is made and a basic understanding of pregnancy and how the baby develops. This is taught in Year 6, usually by the class teacher.

### **Right to withdraw children from sex education**

We hope that parents and carers will support this important part of children's education and we will make sure that all parents and carers know what we will be teaching and when. However we understand that some parents may want to educate their children about these aspects of sex education and parents have the right to request that their child is withdrawn from any or all parts of sex education.

If a parent wishes to withdraw their child from the sex education lessons they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of their child learning about sex education. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this.

### **Science National Curriculum**

All primary schools are required to teach the Science National Curriculum which covers the biological aspects of sex education; growth and development, naming body parts, a basic understanding of the life process of reproduction and the human life cycle. See Appendix 1. Parents do not have the right to withdraw from Science.

### **Health Education and Puberty**

All primary schools are required to teach statutory Health Education that includes teaching about puberty. We begin teaching about puberty in Year 4 as part of learning about the human life cycle and introduce basic information about the changes for boys and girls that happen at puberty. We continue in Year 5 with more detailed information about what happens at puberty including the physical and emotional changes and revisit this in Year 6.

### **How is sex education, biological aspects of science and puberty taught?**

These are taught through PSHE and Science in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.

When we teach the biological aspects of science, puberty (Year 5 and 6) and sex education (Year 6) we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.

## **9. Involving pupils**

The PSHE Coordinator also gathers feedback from teachers about pupils' engagement in the curriculum.

## **10. Confidentiality, safeguarding and child protection**

Although Relationships Education is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they



are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

### **11. Assessing Relationships Education**

Pupils' progress in learning in Relationships Education is assessed as part of the assessment in PSHE and citizenship including through pupil questionnaires and gathering samples of work.

### **12. Monitoring and evaluating Relationships Education**

SLT monitors teachers' planning to ensure Relationships Education is being taught.

There are discussions with staff about the impact of the curriculum on pupil's learning and their engagement in the learning, giving feedback about the PSHE curriculum.

### **13. Training for Staff**

It is important that Relationships Education and Sex Education are taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers have received up to date training and provide a range of training opportunities including school based INSET, team teaching, classroom observations and external training courses provided by Camden Health and Wellbeing Team and other organisations.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

### **14. Engaging and Involving Parents/Carers**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships Education and compliance with the statutory guidance and Equality Act.

We will let parents know what will be taught and when and the resources that will be used and particularly consult parents before Year 6 about what will be taught in sex education and the resources that will be used..

We will take every opportunity to inform and involve parents and carers by

- Communicating with parents when developing the Relationships Education policy and when it is reviewed
- Publishing the Relationships Education policy on the school website
- Providing information about content of the Relationships Education and Sex education teaching programme as part of the termly information on the curriculum
- Inviting parents and carers to a workshop to find out about the Relationships Education and Sex Education programmes
- Inviting Year 5 and 6 parents to a meeting about what will be taught in relationships education, science and sex education and include tips for talking to their children about relationships education and sex education

### **15. Disseminating the policy**

A copy of this policy is on the school website.

Copies are supplied to visitors who are involved in delivering relationships education or sex education.

The policy will be reviewed every 2 years and parents and carers will be informed through the newsletter and school website.

## **Appendix 1**

### **Sex Education in National Curriculum Science**

*The programmes of study for science are set out year-by-year. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. Schools can also introduce key stage content during an earlier key stage if appropriate.*

#### **Year 1**

##### Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### **Year 2**

##### Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults

##### *Non-statutory Guidance*

*Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*

*The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.*

*Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow*

### **Key Stage 2**

#### **Year 3**

No content linked to SRE

**Year 4** No content linked to SRE

#### **Year 5**

##### Living things and their habitats

- Describe the life process of reproduction in some plants and animals.

*Non-statutory guidance*

*Pupils should find out about different types of reproduction, including sexual reproduction in animals.*

*They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.*

Animals, including humans

Describe the changes as humans develop to old age.

*Non-statutory guidance*

*Pupils should draw a timeline to indicate stages in the growth and development of humans.*

*They should learn about the changes experienced in puberty.*

*Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*

Year 6

No content linked to SRE

**Appendix 2**

**Statutory content for Relationships Education**

Topic	By the end of Primary, pupils should know
Families and people who care for me	<ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability</li><li>• 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.</li><li>• 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 for them.</li><li>• 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.</li><li>• that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul> <p>*marriage including both opposite sex and same sex couples</p>
Caring friendships	<ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming</li></ul>

	<p>towards others, and do not make others feel lonely or excluded.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or</li> </ul>

	<p>unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>
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### Appendix 3

**Statutory content for Health Education** (relevant to Relationships Education and Sex Education)

<b>Topic</b>	<b>By the end of Primary, pupils should know</b>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

Policy approved by governors: November 2022

Policy updated: November 2022