



Pennine Academies Yorkshire

Relationship and Health
Education Policy

Lidget Green Primary School

POLICY HISTORY

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Approved by (signature):



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KEY AMENDMENTS TO THIS POLICY

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1. STATEMENT OF INTENT

The aim of relationships education at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.

Relationships education is not about sexual relationships.

We teach relationship education in line with our shared school vision and culture:

“Everyone in our school community strives to ensure that our children are happy, healthy and safe. We develop positive relationships based on mutual respect and good manners; we listen to others and are open to new ideas. Our curriculum ensures we meet the needs of all our children, we teach academic skills alongside social and emotional resilience, foster a love of the arts, promote a healthy lifestyle and introduce financial education skills.”

2. LEGAL FRAMEWORK

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. Pupils will learn about puberty as part of health education lessons in Year 6. Other aspects of sex education will **not** be covered at Lidget Green unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [Relationships and sex education \(RSE\) and health education](#)
- [Equality Act 2010](#)

This policy operates in conjunction with the following school policies:

- The content of relationships education is supported by our Anti-bullying Policy, Equality and Diversity Policy, and Safeguarding and Child Protection Policy.

3. DEFINITIONS

For the purpose of this policy the following definitions are given for the below terms:

Relationship and Health Education is about the emotional, social and cultural development of pupils, and involves learning about positive relationships and healthy lifestyles, diversity and personal identity at developmentally appropriate levels across the different phases.

It involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment.

Relationship and Health Education is not about the promotion of sexual activity.

4. ROLES & RESPONSIBILITIES

The trust board and/or executive team is responsible for:

- approving the relationships education policy, and hold the head teacher to account for its implementation.

The headteacher is responsible for:

- ensuring that relationships education is taught consistently across the school.

Staff are responsible for:

- delivering relationships 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 make progress
- responding to the needs of individual pupils

Staff do not have the right to opt out of teaching relationships education. Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons. Staff who have concerns about teaching this subject are encouraged to seek support.

The SENDCO is responsible for:

- ensuring all children with special needs or disabilities can access and understand the content of the relationships curriculum; making adjustments as required to match the age and stage of their development

The DSL is responsible for:

- Ensuring the needs are met of any children who have adverse childhood experiences and who may have sensitivities towards the content of the relationships curriculum

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

5. DELIVERY OF RELATIONSHIPS EDUCATION

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff.

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. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent

with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

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.

6. FAMILIES AND PEOPLE WHO CARE FOR ME

- Families are important for children growing up because they can give love, security and stability.
- 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.
- Others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.
- 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.
- 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.

7. CARING FRIENDSHIPS

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Healthy friendships are positive and welcoming towards others, and do not

make others feel lonely or excluded.

- 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.

8. RESPECTFUL RELATIONSHIPS

- 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.
- 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.
- 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.

9. ONLINE RELATIONSHIPS

- People sometimes behave differently online, including by pretending to be someone they are not.
- 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.

- 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.

10. BEING SAFE

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- 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.

11. PUPILS

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

12. TRAINING

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.

The head teacher and/or PSHE leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

13. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by 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 headteacher every three years. At every review, the policy will be approved by the Trust Board.