



Exeter Junior School

Relationships Education Policy

Status: Approved

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Introduction and Aims

The purpose of the policy is to outline how through our relationships education provision we aim to support our pupils' social, moral, cultural and emotional development. Our focus is on developing our pupils' knowledge about health, relationships, emotional and mental wellbeing to support them to make the best possible decisions as they grow and change. We place the emphasis upon relationships, supporting pupils' understanding and skill in developing positive and healthy relationships.

The aim of relationships education at Exeter Junior 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. These aims complement those of the science curriculum in KS2. Relationships education is not about sexual relationships (though any questions which may arise will be addressed in an age appropriate manner.)

This policy is reviewed annually in collaboration with the Headmistress and PSHE coordinator. Any significant changes made will be shared with the Welfare and Safeguarding Committee and communicated to the parents.

Statutory requirements

As a primary school we must provide relationships education to all pupils as per section 34 and 35 of the Children and Social Work Act 2017.

We are not required to provide sex education; however, in line with government guidelines, parents will not be able to withdraw their children from any aspect of relationships education or health education (which includes learning about the changing adolescent body and puberty) and we do need to teach the elements of human reproduction through the statutory science curriculum.

Our school's policy on relationships education is based on the requirements of the Education Act 2002. This continues to be the recommended relationships education guidance under the current government (2015) and as published by the DfE statutory guidance (2018).

Other documents that inform the school's relationships education policy include:

- Equality Act (2010)
- KCSIE (2020)
- Child Protection (Safeguarding Policy)
- Anti-bullying Policy
- Acceptable Use Policy
- Equal Opportunities Policy.

Should you like to see the guidance and statutory requirements for relationships health in Primary Schools from the government please visit: [link](#)

Definition

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other peers and adults. Relationships education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, staying safe and personal identity. Relationships education involves a combination of sharing information and exploring issues and values.



Curriculum

We teach relationships education through our PSHE curriculum and where appropriate through our science curriculum. In PSHE we use PSHE Association programme of study to build our curriculum, supported by other published resources and teacher/designed materials.

We cover;

- Families, how they are all different and all are to be valued;
- Positive relationships and friendships;
- Respecting ourselves and others - exploring how our behaviour can impact on others;
- Being safe, online and in the outside world;
- Appropriate relationships, how bodies belong to the individual and to how identify appropriate physical contact and where to go if they feel unsafe;
- How males and females are different and scientifically correct names for body parts;
- How bodies grow and change and what happens to bodies during puberty.

We aim to support children's emotional development and the children are encouraged to ask questions and are taught where to go if help is needed.

The sex education strand will be covered through our science curriculum as set out in the National Curriculum; teachers inform children about males and females and how a baby is born. In Key Stage 2, we teach about life processes including reproduction in some plants and animals and the main stages of the human life cycle. All pupils will learn about the changes experienced in puberty.

Teaching and Learning including delivery of the relationships education curriculum

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-gender question sessions. The curriculum content is delivered in a non-judgemental factual way which allows scope for young people to ask questions, whether publicly or anonymously, e.g. through using the class "Ask It Basket." By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Pupils with special educational needs will be given the



opportunity to fully participate in relationships education lessons, and a differentiated programme will be offered if required.

We carry out the main relationships education curriculum in PSHE lessons, however we also teach relationships education through other subject areas e.g. science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise and hygiene.

Roles and responsibilities

a) The governing body

The Governors will approve the relationships education policy, and hold the Headmistress to account for its implementation.

b) The Headmistress

The Headmistress is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of relationships education. The Headmistress also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

c) Staff

All staff are responsible for:

- Delivering relationships education in a sensitive way
- Modelling positive attitudes to relationships education
- Monitoring progress - through drop ins, observations, and pupils' voice. Pupils' development in relationships education is monitored by class teachers.
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of Relationships education

Form tutors are responsible for teaching relationships education through their PSHE lessons with the help of our school nurse who also provides valuable input and guidance.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. All questions will be handled sensitively and set within a general context. (See "Safe and Effective Practice" link)

d) Pupils

Pupils are expected to engage fully in relationships education and, when discussing issues related to relationship education, treat others with respect and sensitivity.



e) Parents

The school is well aware that the primary role in children's relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust, and cooperation. In promoting this objective, we:

- Inform parents about the school's relationships education policy and practice; this includes informing parents by letter or email before beginning to teach a unit/lesson of RE
- Answer any questions that parents may have about the relationships education of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved. All pupils who are withdrawn will receive a purposeful education during the period of withdrawal.

f) Visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE subject leader and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance" DfEE 0116/2000 P 29 6.11

Visitors to Exeter School, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to relationships education lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinators will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the schools' relationships education programme. A teacher will be present during the lesson.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within relationships education.

The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be put in writing and addressed to the Headmistress.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

Confidentiality

Teachers conduct relationships education lessons in a sensitive manner. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection (DSL). [Child Protection and Safeguarding Policy link](#).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	<p>How can we be a good friend?</p> <ul style="list-style-type: none"> • How friendships support well-being and importance of seeking support if feeling lonely or excluded • How to recognise if others are feeling lonely and strategies to include them • How to build good friendships and identifying qualities that contribute to positive friendships • How to deal with arguments, resolve disputes and reconcile differences • How to recognise if friendship is making them unhappy, feel uncomfortable or unsafe and how to find support 	<p>What keeps us safe?</p> <ul style="list-style-type: none"> • Keeping safe at home and school • Everyday health and hygiene • Medicines and household products 	<p>What are families like?</p> <ul style="list-style-type: none"> • How families differ from each other (e.g., different structures, single parents, same sex parents, stepparents) • Common features of positive family life, e.g., celebrations, special days, shared experiences • How people within different families should care for each other and different ways to demonstrate this • How to ask for help/advice if family relationships are making them unhappy, worried, or unsafe 	<p>What makes a community?</p> <ul style="list-style-type: none"> • Community • Belonging to groups • Similarities and differences • Respect for others 	<p>Why should we eat well and look after our teeth?</p> <ul style="list-style-type: none"> • Being healthy • Dental care 	<p>Why is important to be active and take rest?</p> <ul style="list-style-type: none"> • Being healthy • Keeping active • Taking rest
U1	<p>What strengths, skills and interests do we have?</p> <ul style="list-style-type: none"> • Self-esteem, self-worth • Personal qualities • Goal setting and managing setbacks 	<p>How do we treat each other with respect?</p> <ul style="list-style-type: none"> • How people's behaviour affects themselves and others including online • Being polite and courteous; recognise respectful behaviour they should receive in return • Rights children have and why it is important to protect these • Right to privacy and how to recognise when a confidence should be kept or not agreed to and when to tell • Everyone should feel included, respected, and not discriminated against, how to respond if witness exclusion, disrespect, or discrimination <ul style="list-style-type: none"> • How to respond to aggressive or inappropriate behaviour 	<p>How can we manage our feelings?</p> <ul style="list-style-type: none"> • Impact of everyday things on feelings and emotions • Expression and management of feelings • How to access advice and support 	<p>How can our choices make a different to others and our environment?</p> <p>Caring for:</p> <ul style="list-style-type: none"> • Others • The environment • People and animals • Shared responsibilities • Making choices and decisions 	<p>How can we manage risk in different places?</p> <ul style="list-style-type: none"> • Keeping safe inside and outside • Recognising and managing risk 	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L2	<p><i>What makes a person's identity?</i></p> <ul style="list-style-type: none"> • Identity • Personal attributes and qualities • Similarities and differences • Individuality • stereotypes 	<p><i>What decisions can people make with money?</i></p> <ul style="list-style-type: none"> • Money • Making decisions • Spending and saving 	<p><i>How can we help in an accident or an emergency?</i></p> <ul style="list-style-type: none"> • Basic first aid • Accidents • Dealing with emergencies 	<p><i>How can friends communicate safely?</i></p> <ul style="list-style-type: none"> • Different types of relationships in their lives • How friends and family communicate; how internet and social media can be used positively • Knowing someone online differs from face-to-face • Recognising risk in friendships; keeping safe • Types of content safe to share online; ways of seeking consent • How to respond if friendship making them feel worried, unsafe • Asking for help, respond to pressure, re: inappropriate contact, concerns about personal safety 	<p><i>How will we grow and change?</i></p> <ul style="list-style-type: none"> • Puberty and how bodies change, including menstruation and menstrual wellbeing, erections, and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice about growing and changing and puberty 	<p><i>What jobs would we like (careers)?</i></p> <ul style="list-style-type: none"> • Careers • Aspirations • Role models • Discussions about the future
U2	<p><i>How can we keep healthy as we grow?</i></p> <ul style="list-style-type: none"> • Looking after ourselves' growing up, becoming independent, taking more responsibility • links between mental and physical health and how to recognise and seek help and develop strategies for mental health difficulties • positive friendships and being involved in clubs and communities to support well-being • making choices to support healthy balanced lifestyle, including healthy eating, staying physically active, dental hygiene, safe in sun, balancing online/offline activities, sleep, managing influence of friends and family • impact of legal and illegal drugs on health 		<p><i>How can media influence people?</i></p> <ul style="list-style-type: none"> • Media literacy and digital resilience • Influences and decisionmaking • Online safety 	<p><i>How will we grow and change? (2021; 2022 will be 'How do friendships change as we grow?')</i></p> <ul style="list-style-type: none"> • Puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections, and wet dreams • How puberty can affect emotions and feelings • How personal hygiene routines change during puberty • How to ask for advice and support about growing and changing and puberty 	<p><i>What jobs would we like (careers, 2021 only, 2022, Summer 1 and 2 will focus on Relationships)?</i></p> <ul style="list-style-type: none"> • Careers • Aspirations • Role models • Discussions about the future 	<p><i>What will change as we become more independent?</i></p> <ul style="list-style-type: none"> • People have different kinds of relationships, including romantic and intimate • That people who are attracted to and love each other can be of any gender, ethnicity, or faith