Holland Haven Primary School

Relationships Education Policy

Approved by:	Governing Board	**Date:** July 2020
Last reviewed on:	NA	
Next review due by:	July 2022	

Contents

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

- Help pupils develop feelings of self-respect, confidence and empathy

- Create a positive culture around issues of sexuality and relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017.](#)

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Holland Haven Primary we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The SLT collected together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to view the policy and make comments via a school survey

4. Pupil consultation – The Learning Council were consulted on the policy.

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

● Preparing boys and girls for the changes that adolescence brings

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE in Year 6 (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All teachers are responsible for teaching RSE in school.

7.4 Pupils

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

8. Parents' right to withdraw

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

Although sex education is not taught at Holland Haven, in the Year 6 Questions and Answers section, during the puberty talk, pupils may ask questions around this topic. All questions will be answered sensitively and honestly.

Parents have the right to withdraw their children from this session.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn.

9. Training

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

The headteacher may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Leader and SLT through:

planning scrutinies,

learning walks,

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 PSHE Leader annually. At every review, the policy will be approved by the Curriculum Committee.

PSHE Provision at Holland Haven Primary School using the PSHE Association Curriculum Framework

The Hidden Curriculum and Cross-curricular Links

KS1 Health and Wellbeing	KS2 Health and Wellbeing
★ Learning Culture (thinking skills, golden rules, core values) growth mindset, collaborative learning (Kagan structures), peer mentoring ★ Pupil Voice: learning and school councils ★ Cross-phase beach hut assemblies ★ Mental Health Awareness Day ★ Zones of regulations for feelings/emotions, worry monster, emotions slider chart, P4C videos/sessions ★ Anti-bullying assemblies ★ Understanding meaning of well being ★ P.E (including swimming sessions for Year 2) ★ Science Unit 'Growing up and our bodies' NSPCC Pants On assembly ★ Transition days and independence modelling ★ Snack time ★ Aspirations: golden assemblies and wow moments ★ Learn2Cycle and Clean Air Heroes ★ Visiting nurses: talks on handwashing and spreading viruses ★ School pets - rules and responsibilities ★ P4C Looking after others ★ Forest Schools and Learning Outside the Classroom ★ School trips ★ 'Minibeast' theme - well being aspect ★ 'Knight' themed learning - how to influence health ★ Internet safety, road safety ★ Assemblies on water and fire safety (Coastguard /Lifeboat and Sparks and Spooks Assembly) ★ Safety rules to keep others safe as well, clear rules of right and wrong ★ Mental Health Week	★ Learning Culture (thinking skills, golden rules, core values) growth mindset, collaborative learning (Kagan structures), peer mentoring ★ Pupil Voice: learning and school councils ★ Cross-phase beach hut assemblies ★ Mental Health Awareness Day ★ Zones of regulations for feelings/emotions, worry monster, emotions slider chart, P4C videos/sessions ★ Anti-bullying assemblies ★ Science, ICT - E.safety (Cyber Safety Year 6 Police programme) and reliable internet sources, P.E. (incl. the offer of 'top-up' swimming sessions for Year 6) ★ Aspirations: golden assemblies, wow moments, careers week ★ Transition days (each year including secondary school visits) ★ Crucial Crew, SwimSafe, Learn2Cycle, Clean Air Heroes, and Bikeability ★ Forest schools/D&T (tools, equipment) and outdoor learning: risk-benefit including active play on Hadley Hills ★ First Aid (Heart Start) ★ School trips (all), residential (Year 6) ★ School pets - rules and responsibilities ★ School class teachers (Year 6) RSE talks ★ NSPCC visits and E-Safety ★ Fire Safety (Home Safety programme Essex Fire Service and Sparks and Spooks Assembly) ★ Assemblies on water safety (Coastguard /Lifeboat) ★ Mental Health Week

KS1 Relationships	KS2 Relationships
★ Friendship Friday and Anti-bullying events ★ P4C respecting opinions, differences, encouraged and modelled environment to share thoughts and feelings, and responses, respectful of feelings ★ Learning Environment: zones of regulation, learning mentor, worry box, golden rules, core values ★ NED show (Never Give Up, Encourage Others, Do Your Best) and Social, Moral, Spiritual and Cultural themed assemblies ★ R.E. E Safety, Science and P4C lessons (objectives link) ★ Collaborative Learning and peer mentoring ★ Internet safety about secrets and what to share ★ Special people covered in RE units, close to home as well as religious (family - love, security and stability and different types of family) ★ People Who Help Us (Essex and Police Programme - Year 1) ★ What kind of physical contact is appropriate, uncomfortable contact NSPCC 'Pants On'. Modelling by adults in school of respectful contact ★ Kind and unkind in P4C	★ Friendship Friday and Anti-bullying events ★ P4C respecting opinions, differences, encouraged and modelled environment to share thoughts and feelings, and responses, respectful of feelings ★ Learning Environment: zones of regulation, learning mentor, worry box, golden rules, core values ★ NED show (Never Give Up, Encourage Others, Do Your Best) and Social, Moral, Spiritual and Cultural themed assemblies ★ R.E. E.Safety, Science and P4C lessons (objectives link) ★ Collaborative Learning and peer mentoring ★ Residential (Year 6)
KS1 Living in the Wider World	**KS2 Living in the Wider World**
★ Termly discussions and construction about class rules, management rules, school pet rules ★ 'Minibeast' theme - covers rights and our responsibilities ★ Class monitors ★ Pupils are part of many groups: class/phase teams (earn crystals), beach hut houses, working groups, school council and learning council, R.E coverage of identity, Ghana link for identity and citizenship ★ Eco monitors, penguin unit of global conservation and minibeast unit of conserving local environment	★ P4C sessions, assemblies and themed links (e.g. 'Out of this World' Tim Peake, 'Extreme Earth' natural disasters, 'My Community' rainforest conservation, 'Around the World') ★ Class monitors and Prefect duties ★ Democracy: electing school council, decision-making and assemblies ★ British Values assemblies ★ Pupils are part of many groups: class/phase teams (earn crystals), beach hut houses, working groups, school council and learning council, R.E coverage of identity, Ghana link for identity and citizenship

★ Uniqueness and similarities in R.E unit special people including ourselves ★ Special people in our communities and families in R.E unit as well, internet safety who are the right people to report to. ★ Respect Assembly (Essex Police)	★ Pupil-participation: monitor roles and responsibilities ★ First News and WWF magazines and adopting animals ★ Fruit shop and compost bins, battery receptacle unit on site ★ Ghana Link - (pupil link) ★ Charities ★ Maths lessons (UKS2) ★ Year 6 Leavers Fayre ★ Respect Assembly linked to Hate Crime (Essex Police)

Discrete PSHE lessons (UKS2 refers to Year 1 and 2 of 2 year rolling curriculum)

KS1 Units	LKS2 Units	UKS2 Units
★ Change and loss ★ Household and medicine danger. Road and Cycle safety. How to respond to an emergency- Safety Unit ★ Fears for themselves (physical) Keeping things private and their right to do so. Anxious secrets and surprises NSPCC Safety Unit ★ Money, sources of money, spending and saving, the role of money in their lives. Money Unit 1	★ Caring friendships and Peer pressure (links to dares in relationships, characteristics of friendship, how important friendships are in making us feel secure and safe) Caring Friendships (DfE page 21) Peer Pressure Unit ★ Recognise and challenge stereotypes - Cultural Differences Unit ★ Marriage and civil partnerships - Relationships Unit ★ Saving money, spending etc. Money Unit 2	★ United Nations declaration of human rights/ UN convention rights of the child - (Autumn Year 1) Victorians ★ Drugs and Alcohol / Habits - (Spring Year 1) Science - Healthy Astronauts ★ Difference between people (cultural, ethnic, gender identity, sexual orientation). Cultural values that differ to the UK. Forced marriage (Summer Year 1) Around the World ★ Loss, separation, divorce and bereavement. - (Autumn Year 2) WW2 ★ Wellbeing and personal hygiene - (Spring Year 2) Pompeii

| | | ★ First Aid (Summer Year 2) Discrete Unit |
| | | ★ Social media representation - responsibility over actions (forwarding images). Responsible use of mobile phones - Visitors - Police, NSPCC - E-Safety |

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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	- 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 - 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	- 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	- 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

Appendix 3: Parent form: withdrawal from Year 6 puberty 'question and answer' session.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing fromYear 6 Questions and answers session			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	