



Relationships Education (Primary) Policy

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E-ACT Board of Trustees – Education Committee

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ELT Owner: Director of Education

Author: Regional Education Director - North

Summary of changes at last review:

- Title
- Scheme of work
- Withdrawal of parental consent from 2019

Related policies

- Relationships and Sex Education (secondary) Policy

Summary of policy:

The policy outlines the legal framework around relationship education for primary school pupils, indicative curriculum and confirmation that from 2019 pupils cannot be withdrawn from these lessons by their parents.

Relationships Education (Primary) Policy

1. Introduction and Purpose

Relationships education is a key part of helping children and young people to stay safe and be well-prepared for life in modern Britain. This policy outlines the legal framework around relationship education for primary school pupils, indicative curriculum and confirmation that from 2019 pupils cannot be withdrawn from these lessons by their parents.

2. Scope

This policy applies to all teaching staff at E-ACT primary academies.

3. Legislation and Regulation

3.1 The legal framework comes into effect from September 2019 and is an amendment to the Children and Social Work Bill of 2017. Section 34 states:

- a. Relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;
- b. Relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.

3.2 The regulations must include:

- 3.2.1 Schools to make statements of policy in relation to the education to be provided, and to make the statements available to parents or other persons;
- 3.2.2 The circumstances in which a pupil (or a pupil below a specified age) is to be excused from receiving relationships and sex education or specified elements of that education.

3.3 When relationships education or relationships and sex education is given, the pupils learn about:

- 3.3.1 Safety in forming and maintaining relationships,
- 3.3.2 The characteristics of healthy relationships, and
- 3.3.3 How relationships may affect physical and mental health and well-being, and

3.4 The education is appropriate having regard to the age and the religious background of the pupils.

4. Policy Statement

4.1 The academy aims to:

- 4.1.1 Help pupils to respect themselves and others
- 4.1.2 Support pupils through their physical, emotional and moral development
- 4.1.3 Develop skills and understanding to enable pupils to make healthy responsible choices about their health and wellbeing
- 4.1.4 Help pupils move more confidently and responsibly into adolescence
- 4.1.5 Help pupils to learn about the full range of different relationships in modern Britain
- 4.1.6 Help pupils to keep themselves safe from inappropriate behaviour.

5. Coordination and Implementation

5.1 The proposed content of the education is attached at appendix 1

5.2 The national curriculum science states that at Key Stage 2, children should learn:

- That life processes common to humans and other animal include nutrition, growth and reproduction
- About the main stages of the human life cycle

5.3 Relationships education is coordinated by the PHSE coordinator and delivered through:

- Themes and Topics
- RE and Philosophy for children
- The science curriculum
- Pastoral, circle time and assemblies

5.4 The role of the parents

5.4.1 We wish to build a positive and supporting relationship with the parents of children at the academy through mutual understanding, trust and cooperation. In promoting this objective, we:

- Inform parents about the academy's relationship education policy and practice;
- Answer any questions that parents may have about the relationship education of their child;
- Inform parents about the best practice known with regard to relationship education. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

5.4.2 From September 2019, parents no longer have the right to withdraw their child from all or part of the relationships education programme that we teach in our academy. Until then, if a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

5.4.3 We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programmed of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

6. Training

6.1 Head teachers are responsible for organising the training of staff.

7. Responsibilities

7.1 The following responsibilities apply in relation to this policy:

7.1.1 Board of Trustees is responsible for evaluating the impact of the policy and for reviewing it annually.

7.1.2 National Director of Education and the Regional Education Directors are responsible for monitoring the implementation and impact of the policy.

7.1.3 Headteachers are responsible for implementing the policy.

8. Monitoring and Compliance

8.1 This policy will be monitored in Regional Performance Boards throughout the year.

9. Review

9.1 This policy will be reviewed annually by a Regional Education Director (North) and by Trustees.

Relationships Education (primary): Programme Content

Year 1

- Identify similarities between people in class. Identify differences between people in my class.
- Know how to make new friends know how it feels to make a new friend. Understand that these are special relationships.
- Think about the qualities and behaviours that make a friend. What makes a good friend?
- Learn about different families: opposite gender; same-gender parents; grand-parent; foster parents; single parent families etc.
- Identify the members of my family and understand that there are lots of different types of families know how it feels to belong to a family and care about the people who are important. Understand that some people do not have families.
- Know appropriate ways of physical contact to greet my friends and know which ways I prefer recognise which forms of physical contact are acceptable and unacceptable to me.
- Learn and understand the underwear rule.
- Know how their body has changed since they were babies
- Names for these: penis, testicles, vagina respect my body and understand which parts are private. Reinforce that our private parts are those parts that our swimsuits cover. Ensure 'private' is taken to mean special and important, not 'guilty' or 'not very nice'.

Year 2

- Learn that differences make us all special and unique
- Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
- Ask the children why we have families. Explain they are there to protect us and love us. Talk about families and how we belong with them.
- Understand that there are lots of forms of physical contact within a family - a handshake, a hug, a kiss, a pat on the back, a tap on the shoulder, holding hands, putting a comforting arm round, etc.
- Discuss some of the touches that we don't like e.g. fighting in the playground, pushing and shoving, a smack or a thump, smothering hugs from a relative or family friend, etc.
- It is OK not to like some forms of physical contact/ touch. Ask the children how they can make sure that their hands are kind hands that don't hurt other people.
- Talk about why they might fall out and how they can calm down and make friends again.
- Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret - e.g. a surprise birthday present, a treat that dads arranged, etc. Discuss the feelings associated with keeping good secrets. Has someone ever kept a good secret from you? How did you feel when you found out?
- Talk about why it can be hard to reveal 'worry' secrets - you might be scared of the person who told you to keep it, it might be something you feel guilty about, or you might not know who is a safe person to tell it to. Help the children to think of who they could trust if they had a secret they needed to tell. Point out that 'worry' secrets usually lead to worse results if they are kept secret, but if you tell then the worry can be sorted out.
- Recognise and appreciate people who can help me in my family, my school and my community.

What helps us to trust people? What causes us to lose trust? Who are the people around us we can trust? Who are the people you would not trust? How do you know if you can trust people who have let you down before?

- How things grow and change from a baby to an adult.
- Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina)
- Appreciate that some parts of my body are private
- Talk about touch that they like and touch that they don't

Year 3

- Show a variety of pictures of different families. Which pictures show a family?
- Read about-And Tango makes Three by Justin Richardson- Understand that differences and conflicts sometimes happen among family members
- 'Born to be different' to help children understand challenges faced by children living in families with disabilities and the resilience they show.
- Explain how some of the actions and work of people around the world help and influence my life
- How my needs and rights are shared by children around the world and to identify how our lives may be different
- Know how to express appreciation to my friends and family
- Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Think about how the life of a baby starts out. Where does it begin to grow? How does it grow? Explain how the baby grows in the uterus and gets its nutrients from the mother
- Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process. Understand that some bodies grow differently, introduce the idea of intersex and gender variance. As you grow up, which are the changes you can control and make choices about?
- Introduce testicles, sperm, ovaries, womb, vagina and what they do in our bodies

Year 4

- Know my attitudes and actions make a difference to the class team
- Understand who is in my school community, the roles they play and how I fit in
- Understand that my actions affect myself and others, I care about other people's feelings and try to empathise with them.
- Read The boy in the dress by David Walliams - understand that, sometimes, we make assumptions based on what people look like
- Recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- Identify the web of relationships they are part of, starting from those closest and including

those more distant. Children to think of people who are special to them in their family or their friends.

- Describe family relationships and friendships: e.g. son, daughter, mum, dad, cousin, friend, mate, etc.
- Identify someone they love and express why they are special
- Understand how people feel when they love a special pet
- Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
- What do you think are the reasons why people might choose to have a baby? What do you think might be difficult about looking after a new baby?
- Introduce the word 'menstruation' (literally meaning a monthly event) and explain this is a special part of puberty that affects girls. Give a simple account of menstruation
- Changes that have happened in their lives already that they did not have control over, i.e. that they could not stop from happening.

Year 5

- United Nation Convention on the Rights of the Child) 'Rights met' - the rights that are being met for the child in their picture. 'Rights denied' - the rights that are being denied for the child in their picture.
- Who I am as a person in terms of my characteristics and personal qualities
- Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
- Understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean – include same-sex attraction
- Focus on jealousy- What does it mean?
- How to stay safe when using technology to communicate with my friends
- to stay safe when using technology to communicate with my friends
- Be aware of my own self-image and how my body image fits into that
- Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally
- Describe how boys' and girls' bodies change during puberty
- Understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby

Year 6

- Changing me- My Story by Tom Daley- understand how an individual's behaviour can impact on a group
- Donovan's Double trouble by Monalisa Degross- understand there are different perceptions about what normal

- Establish with the children that there are different ways that people gain power over others and that they can only use this power if you let them.
- Types of difference which could cause conflict, e.g. race, religion, disability, gender, sexuality
- Create relationship web pictures to illustrate the different relationships within their family
- Self-image and how my body image fits into that
- Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
- Discuss body parts and any worries or questions they have about puberty
- Understand how being physically attracted to someone changes the nature of the relationship