

# **Bledlow Ridge School**



## **PSHE Relationships Policy**

**Date agreed: April 2024**

**Review date: April 2025** or earlier if government guidelines are changed.

## **Our aims at Bledlow Ridge School are threefold:**

- To enable every child to reach his or her potential physically, emotionally, intellectually and socially;
- To ensure that each child feels included, valued and secure, and is able to recognise and appreciate his/her own worth and the worth of others;
- To encourage the children to become self-motivated and confident, and to acquire the skills and attitudes necessary for them to become independent, life-long learners.

With this in mind, our Relationship Policy has been written to reflect our aims throughout.

At Bledlow Ridge Primary school we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

## **Aims of the Relationships Policy**

All state funded primary schools are required to teach Relationships Education and to have a Relationships Education policy by September 2020

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education

## **Legal Requirements**

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019)

To comply with the requirements to have an up to date Relationships policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019)

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfill statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy

At Bledlow Ridge Primary school we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary, we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. (Please see Sex Education Policy)

### **Development of the policy**

This policy was developed by the PSHE lead in consultation with school governors, parent focus group and pupils which has been outlined at the end of this document.

This policy links to the PSHE policy, Sex Education Policy, Child Protection Policy, Anti-Bullying Policy, Equalities policy and the School Behaviour policy.

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

### **Definition of Relationships Education**

Statutory Relationships at Bledlow Ridge Primary school is taught through the PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance. (See appendix 1) Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and offline lives and how to report any concerns or abuse and where to access help when needed.

### **The Curriculum**

#### **Intent - Why teach Relationships Education?**

Relationships Education will become statutory from September 2020. High quality Relationships Education will support pupils to :

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience

- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go on line with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could cause them harm
- Recognise intimate physical relationships are for adults

## **Implementation**

Relationships Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level. Further details can be found in appendix 1.

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Outcomes for Relationships Education are defined by the DfE and cover:

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

**What we use** – High quality assured resources provided from the PSHE Association programme of study, Twinkl, SEAL and PSHE recommended online teaching resources.

**Who** – Relationships education starts in Reception and is taught by all teachers until the end of year 6.

**When** – PSHE lessons are 30 - 50 minutes per week, covered with-in topics and during Time To Talk Days.

**How delivery and content will be made accessible to all pupils including SEND?**

This will be differentiated on a case by case teacher led decision, depending upon the specific needs of the child in question. These lessons may be but not exclusively be either 1-1 lessons incorporated into games or stories in

order to make them accessible to the child. The child may be in the class with the other students or out of class on a 1-1 basis.

### **Where you can view curriculum information?**

Please see appendix 2 (year by year overview of the PSHE relationship provision is referred to as R -statements such as R1-R20).

### **Managing Difficult Questions**

All aspects of PSHE are underpinned by shared and understood ground rules (these have been created by staff and checked over by the children - Appendix 3) with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box or worry monster is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

### **Impact**

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and visa versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help

### **Confidentiality and safeguarding**

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

### **Roles and Responsibilities**

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE. Pupils are expected to fully engage with PSHE provision and treat others with respect.

### **Working with outside agencies and visiting speakers**

We currently do not work with any outside agencies or visiting speakers for any aspect of our Sex Education curriculum content.

### **Monitoring, evaluation and training**

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

### **Working with parents and carers (consulting, informing and supporting)**

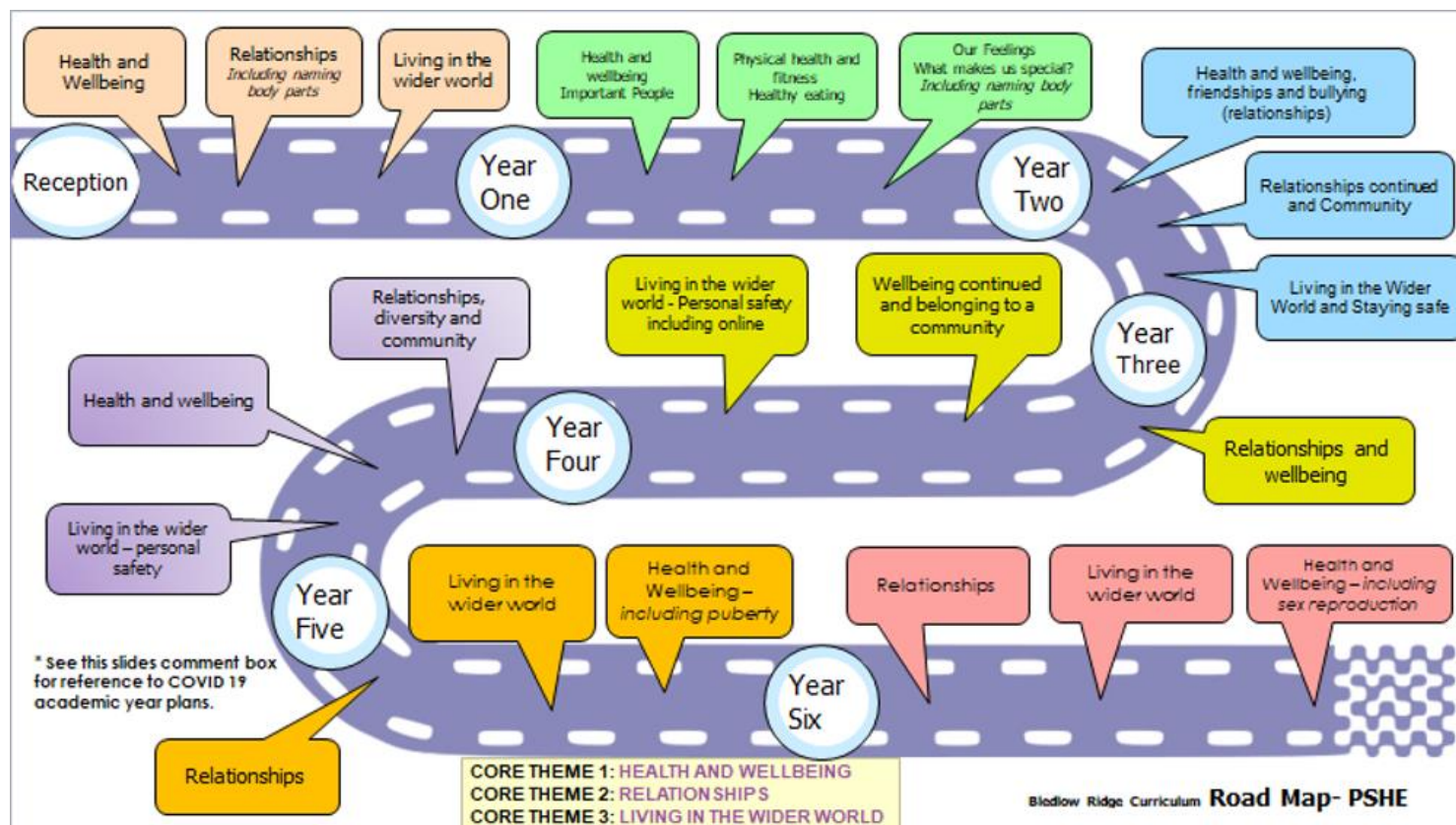
Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

## Appendix 1 DfE descriptors

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

## Appendix 2

PSHE Curriculum overview – Safeguarding concerns and safe relationships is covered in more detail in the Sex Education Policy





## CORE THEME 2: RELATIONSHIPS

### KS1 Learning opportunities in Relationships

#### Families and close positive relationships

- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R3. about different types of families including those that may be different to their own
- R4. to identify common features of family life
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

#### Friendships

- R6. about how people make friends and what makes a good friendship
- R7. about how to recognise when they or someone else feels lonely and what to do
- R8. simple strategies to resolve arguments between friends positively
- R9. how to ask for help if a friendship is making them feel unhappy

#### Respecting your self and others

- R21. about what is kind and unkind behaviour, and how this can affect others
- R22. about how to treat themselves and others with respect; how to be polite and courteous
- R23. to recognise the ways in which they are the same and different to others
- R24. how to listen to other people and play and work cooperatively
- R25. how to talk about and share their opinions on things that matter to them

#### Managing hurtful behaviour and bullying

- R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. about how people may feel if they experience hurtful behaviour or bullying
- R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

#### Safe relationships

- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R14. that sometimes people may behave differently online, including by pretending to be someone they are not
- R15. how to respond safely to adults they don't know
- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
- R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Reception coverage

Year 1 coverage

Year 2 coverage

## CORE THEME 2: RELATIONSHIPS

### KS2 Learning opportunities in Relationships

#### Families and close positive relationships

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

#### Friendships

- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R13. the importance of seeking support if feeling lonely or excluded
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Year 3 / Year 4 / Year 5 / Year 6



## CORE THEME 2: RELATIONSHIPS

### KS2 Learning opportunities in Relationships

#### Managing hurtful behaviour and bullying

**R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

**R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

**R21.** about discrimination: what it means and how to challenge it

#### Respecting self and others

**R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online

**R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

**R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

**R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

**R34.** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

#### Safe relationships

**R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

**R23.** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

**R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

**R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

**R26.** about seeking and giving permission (consent) in different situations

**R27.** about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

**R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

**R29.** where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Year 3 / Year 4 / Year 5 / Year 6

### Appendix 3. Class ground rules



**Ground Rules**

-  Show kindness to everyone.
-  What is said in this group... stays in this group
-  No negative 'put downs'
-  One voice
-  Be polite and listen to others
-  Participation is encouraged but you have the right to pass
-  We respect different opinions

### Appendix 4 – DFE guide for parents

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

## **Policy development**

This policy was developed by the PSHE lead in consultation with staff, school governors and then a readability focus group of parents, governors and staff members.

Suggestions for policy development were:

This policy has been updated with more reference to the statutory rights about withdrawal and additional information has linked to the government guidance related to withdrawal in this document and on the school PSHE website link listed for parents to help clarify parent's options.

Miss Claire West – PSHE lead with staff or working group pulled together all relevant information including relevant national and local guidance / guidance from Public Health PSHE lead.

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

Parent/stakeholder consultation – parents and any interested parties were invited to read thorough the final drafted version of the policy and feedback on any questions or queries that they had. The school has an open door policy that allows parents the opportunity to ask questions about our policies at any point in during the school year.

Pupil consultation – Mrs Bourke (PSHE Lead) or Mr. Gage (PSHE Governor) have and will continue to seek regarding PSHE lessons and questions raised to shape further lessons. This has been and may in future be achieved through a small focus group who can then give their consent to review or answer a questionnaire in class. In addition to these meetings, throughout the year, teachers will also be completing a reflective assessment of each terms targets and provide children with the opportunity to review each topic unit once completed.

Ratification – this policy was shared and ratified with governors.

This policy was created with the support of Carol Stottor (PSHE Lead for Public Health BCC).