



## **Relationships Education Policy**

This policy applies to the whole school inclusive of the Early Years Foundation Stage.

### **Introduction**

Our pupils are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our aim is to ensure that in this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships Education was compulsory from September 2020 for all primary schools in England as set out in the DfE Guidance (2019) and Relationships and Sex Education (RSE) compulsory in all secondary schools. Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend: "...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

**At Kensington Wade we deliver Relationship Education for children in Years 1-6. In Year 6 the children will have a sex education programme (as recommended above). Withdrawal from this is mentioned later in this policy.**

### **Aims**

The topics covered within the Relationships Education curriculum are wide-ranging and at times there may be understandable and legitimate areas of contention. This policy is designed to outline the purpose and content of Relationships Education, whilst ensuring that all of the compulsory subject content is age and developmentally appropriate. We aim to teach Relationships Education sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions. We want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Our belief is that mental wellbeing is central to a child's success and will enable them to build positive relationships. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The Relationships Education curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise. Relationships Education is taught in a wider context of helping to foster wellbeing and develop resilience and character that we know are fundamental to being happy, successful and productive members of society. Central to this is a child's ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. We promote positive personal attributes including kindness, integrity, generosity, and honesty.

Under the provisions of the Equality Act 2010, Kensington Wade will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity,

marriage or civil partnership, or sexual orientation and the delivery of Relationships Education will reflect this. Our Accessibility Policy sets out how we make reasonable adjustments to alleviate disadvantage and when planning and delivering the Relationships Education curriculum, we take account of the SEND Code of Practice.

### **Definition of Relationship Education**

The definition and focus of Relationship Education is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

### **Relationships Education Policy and Curriculum Development and Review**

The Relationships Education policy and curriculum has been produced in line with statutory guidance from the Department for Education. Relationships Education helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off-line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). We are clear that parents are the prime educators for children on many of these matters and we aim to work in collaboration with parents, building on what pupils learn at home. This policy and the Relationships Education curriculum reflects our community's context and diverse nature as well as recognising that the role of educating every child is a partnership between home and school. We aim to always deliver content in a sensitive, objective and balanced manner to enable children to comprehend the range of social attitudes and behaviour in modern-day society. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life. All content and resources are available to view upon request. The Relationships Education policy and curriculum will be reviewed on an annual basis with consultation with parents where appropriate.

### **Monitoring**

The provision of the Relationships Education curriculum and the balance with other curriculum subjects that it complements will be monitored annually.

### **Relationships Education Curriculum Overview**

The Relationships Education curriculum is part of the whole school PSHE curriculum, which is planned and designed to be age appropriate, under the following themes:

- Relationships (families and friends)
- Health and Wellbeing
- Living in the Wider World

Please see the Kensington Wade Relationships Education curriculum overview below. All class teachers are familiar with this policy and the curriculum. Most lessons will be taught to full classes, in either English or Chinese, with gender groups for certain topics as deemed appropriate.

	Healthy and Happy Friendships	Similarities and Differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Year 1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Year 2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Year 3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Year 4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Year 5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Year 6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

\* includes non compulsory, age appropriate sex education

The Relationships Education topics fall under all of these themes and are taught within the PSHE curriculum but may also be covered across the curriculum in subjects such as science (see below).

## **Sex Education**

At KS1 and KS2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. Children should learn 'how a baby is conceived and born' before they leave primary school.

Any additional Sex Education will be only offered in Year 6 (see below) and parents have the right to withdraw from these lessons only. Primary age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Teachers will be supported and prepared for the unexpected, for example:

- lesson ground rules may be referred to if a question is too personal;
- if a teacher does not know the answer to a question they should acknowledge this and research it later;
- question boxes may be used so pupils may ask a question without having to do so publicly;
- if a teacher feels that a question is too explicit, is too advanced for a pupil, is inappropriate for the whole class or raises any safeguarding concerns, the teacher should acknowledge the question and promise to deal with it on an individual basis. The teacher will inform parents about any issue or question that he/she feels needs to be followed up at home unless that matter raises safeguarding concerns when advice will first be sought from the DSL;
- if a teacher is concerned that a child has disclosed any matter which raises a safeguarding concern they should follow the school's Safeguarding and Child Protection policy and make a report to the DSL immediately.

## **Withdrawal**

Parents and carers cannot withdraw from any aspect of Relationships Education.

Sex Education will be additionally taught in Year 6. Parents will be kept informed about what is delivered and when, so that they can support this learning at home. They will be invited to a meeting where they will be able to view resources relating to Sex education taught outside of science.

Parents have the right to withdraw their children from Sex Education provided at school except for those parts included in the statutory National Curriculum Science and that included within Statutory Relationships Education. Those parents wishing to exercise this right at Year 6 are invited to see the Head and/or the PSHE lead in school who will explore any concerns and discuss any impact that withdrawal may have on a child. Parents and staff should be aware that pupils who are withdrawn from Sex Education will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content. Following this discussion, a request for withdrawal must be put in writing to the Head. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed.

**Reviewed May 2022 by Suzanne Haigh**

**Next Review Date: May 2023**