



The Humberston C of E Primary School Relationship Education Policy

Adopted by Governors Summer 2017
Reviewed Spring 2020, 2022
Review date Autumn 2024

Introduction and overview of Sex and Relationship Education

Sex and Relationship Education at The Humberston Church of England Primary School is focused on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of school, our pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. From the beginning, our teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships, which our young children are likely to encounter.

Drawing attention to these in a range of contexts will enable our pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many of our children will already be using the Internet. When teaching relationships content, our teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Through Relationships Education our school will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. We will focus on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Through the Science and PSHE curriculum, our pupils are taught age appropriate content about puberty, reproduction, change and our bodies.

Aims

By the end of Year 6

Families and people who care for me	Pupils should know • 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	Pupils should know • 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	Pupils should know - 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	Pupils should know - 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	Pupils should know • 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.
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The Humberston C of E Primary School's approach to, and the content of, its Relationships teaching will be differentiated appropriately to reflect the different ages and levels of maturity of the pupils being taught. In our school, effective Relationship Education is seen to be essential if young people are to make responsible and well informed decisions about their lives. It will not be delivered in isolation. It will be firmly rooted within PSHCE and the curriculum. It will be part of lifelong learning about physical, moral and emotional development. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Teaching about mental wellbeing is central to Relationship Education. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. This will help to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' 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.

This policy operates alongside the school's Child Protection Policies and whilst we are dealing with confidential issues with regard to relationship teaching, we may sometimes hear disclosures that suggest a child might be at risk of abuse. In such cases the procedures laid down in the Child Protection Policy will be followed.

OBJECTIVES

1. To help and support young people through their physical, emotional and moral development.
2. To help young people learn to respect themselves and others and move with confidence from childhood, through adolescence, into adulthood.
3. To help learners develop the skills and understanding they need to live confident, healthy and independent lives.
4. To help learners understand and deal with difficult moral and social questions.
5. To teach sensitively, and when appropriate for learners, about puberty and change.
6. To help learners understand marriage, family life, stable and loving relationships, respect, love and care.
7. For relationship teaching to be taught 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.
8. To put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

STRATEGIES

1. The governing body and head will ensure that this policy reflects parents' wishes and the culture of the community we serve
2. Class teachers will teach the content of Relationships Education through PSHCE, Science, PE, Computing and stand alone lessons.
3. Learners will be taught about the nature and importance of marriage for family life and bringing up children. Learners will also be taught that there are strong and mutually supportive relationships outside marriage.
4. Learners will be taught the significance of marriage and stable relationships as key building blocks of community and society.
5. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.
6. Learners will be given accurate information. This will help when developing skills to enable them to understand difference, respect for themselves and others. This process is also essential in preventing and removing prejudice
7. Relationship Education will contribute to the promotion of the spiritual, moral, cultural, mental and physical development of pupils at school and of society. It will prepare pupils to meet the opportunities, responsibilities and experiences of adult life.
8. Relationship education will teach young people to respect themselves and others.
9. It will enable young people to mature, to build up their confidence and self-esteem. It will help them to acquire the knowledge and skills which are so vital in preparing them to face the many conflicting pressures on young people in today's society.
10. There will be a graduated, age-appropriate, programme of Relationship education. Linked to the "Living and Growing" Programme. Teaching methods will take account of the developmental differences of children. The school will be supported by the School Nurse.
11. The subject will be monitored through observations and regular planning and work scrutiny.

Parents and carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Sex Education is only taught at The Humberston C of E Primary School through specific age appropriate lessons about puberty, reproduction and change. This does not contain content

pertaining to sexual activity or experiences. Parents have the right to request that their child be withdrawn from specific sex education lessons other than content taught as part of the science curriculum. However Relationships Education is statutory to all Primary aged pupils therefore pupils cannot be withdrawn from Relationships Education.