



# **Growing up and Relationship Policy**

**Reviewed: March 2021**

## Introduction

This policy is a legal requirement and is a statement of the aims, objectives and strategies for the teaching of growing up and relationships education.

## Policy Development

The policy has been designed in collaboration with Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers issued by the Department for Education: June 2019. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This policy will:

- define sex and relationship education;
- describe how sex and relationship education is taught and who is responsible for providing it;
- say how sex and relationship education is monitored and evaluated; • include information about parents' right to withdrawal; and
- be reviewed regularly.

## Aims and objectives

The objective of Growing Up and Relationships (SRE) education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Today's children and young people 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. 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.

Growing Up, Relationships and Health (SRHE) education will contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life help pupils develop the skills and understanding they need to live confident, healthy and independent lives. All of this content will support the wider work of schools in helping 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.

Our guiding principles are that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must 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 of the law. We want the subject to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. 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.

### Definition

The focus in Westminster Primary School is 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. It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care.

### Moral and Values Framework

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 primary school, building on early education, pupils are 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 – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others is 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, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable 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 children will already be using the internet. When teaching relationships content, 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. Care needs to 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.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as

‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Relationships and Health Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships and Health Education (and RHE), we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils will know how to report concerns and seek advice when they suspect or know that something is wrong.

### Sex Education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this policy therefore focuses on Relationships and Health Education. As such, we will not be teaching aspects of sex education.

The content set out in this policy covers everything that primary schools should teach about relationships and health, including puberty. This element is delivered separately to boys and girls by staff of the same gender. The school ensures that our teaching and materials are appropriate, having regard to the age and religious backgrounds of our pupils. Parents will be informed before teaching about puberty takes place in years 5 and 6 so that they can be well placed to further support children. We recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

### Right to Withdraw

As we do not teach sex education at Westminster Primary, there is no right of withdrawal. From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects. This is because the contents of these subjects – such as family, friendship, safety (including online safety, healthy eating and basic first aid – are important for all children to be taught.

### Equal Opportunities

Every child is entitled to receive The Growing Up, Relationships and Health (SRHE) education programme regardless of ethnicity, religion, age, culture, SEND, sexuality, language, gender, nationality or belief. The school is committed to ensuring equal opportunities in all aspects of school life. We are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

### Pupils with Special Educational Needs and Disabilities (SEND)

Relationships Education and Health Education must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. For some SEND pupils in our school there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

### Safeguarding / Child Protection

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children are made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

The Keeping Children Safe In Education (KCSIE) document is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

### Managing Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers have been informed that they do not have to answer questions of this nature directly; these can be addressed individually later or referred to Senior Leaders / Designated Senior Leads in schools. The leadership of the school support individual teachers in using their discretion and skill in these situations, questions will always be answered factually.

### Curriculum

Relationships Education, RSE and Health Education is taught through PSHE units as well as other national curriculum subjects. When we are teaching the national curriculum, we look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.

The subjects sit within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. This is also the case for teaching about mental health within health education. The curriculum on health education similarly complements, and is supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food. We support the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy, as well as how those attributes are also developed by other aspects of the school's provision. The curriculum proactively addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

PSHE is taught weekly by the class teachers, following our scheme of work. This scheme covers the following units:

- Being Me in My World

- Celebrating Differences
- Goals and Dreams
- Healthy Me
- Relationships
- Changing Me

Following a scheme of work ensures that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way. All of these units, for each year group, have been adapted to suit the needs of the school community, with the religious background of all pupils taken into account. These have since been agreed by the staff, trustees and parents before delivery\*.

Our school teaches the National Curriculum for science and parents do not have a right to withdraw their children from this subject. At key stages 1 and 2, 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.

#### Key Stage One

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Key Stage Two

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age.
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

The national curriculum for computing aims to ensure that all pupils use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

All of these subjects should be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school.

### Relationships Education

By the end of their time at Westminster Primary School, our children will know about:

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

### Physical health and mental wellbeing:

By the end of their time at Westminster Primary School, our children will know about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### Monitoring and evaluation

As part of the usual monitoring cycle, PSHE will be monitored through lesson observations, learning walks and monitoring children's work. As well as this, the PSHE leader will ensure, through regular discussions with class teachers, that they are confident to carry out the delivery of the Relationships curriculum and provide support and training for anyone who needs it.

### Organisation

The Growing Up, Relationships and Health (SRHE) education programme will be co-ordinated by the PSHE coordinator in close cooperation with senior leaders and the staff teaching the programme. Delivery will be:

- in topics such as PSHE and Spiritual, Moral, Social and Cultural (SMSC) in class sessions
- through planned aspects of science
- through story and in collective worship

- through the use of external agencies
- theme weeks

Basis for The Growing Up, Relationships and Health (SRHE) education programme:

- EYFS Curriculum and whole school policies for science, SMSC, Citizenship and PSHE
- The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Keeping Children Safe in Education (KCSIE)
- National Curriculum 2013
- PSHE and Citizenship at KS1 and KS2

#### Evaluation, Monitoring and Review

This policy will be managed by the PSHE Co-ordinator/Science Coordinator.

The Trust Board will monitor the impact of our The Growing Up, Relationships and Health (SRHE) education programme, the policy will be reviewed every year.

To be reviewed annually.