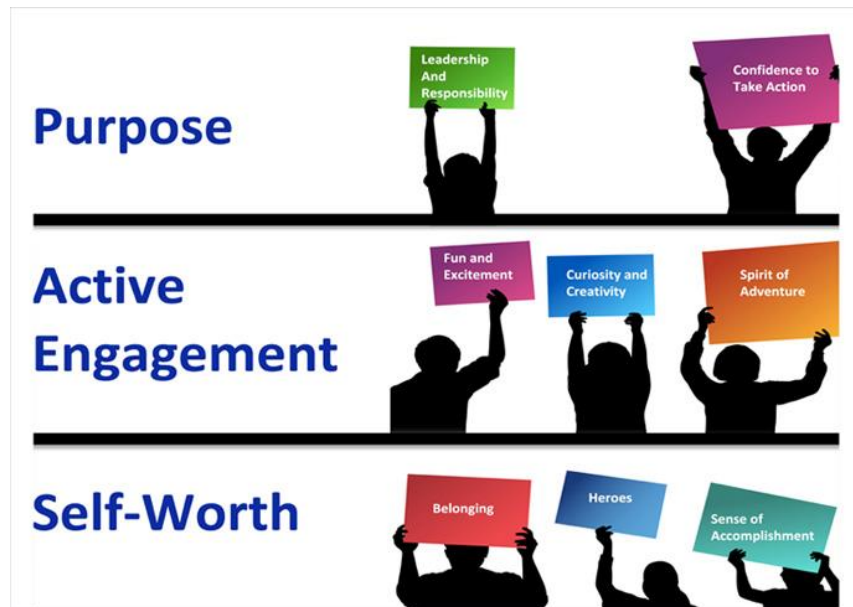


# Relationships Education Policy



*'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.'*

*(Secretary of State Forward, Department for Education, 2019)*

Updated: November 2023 (C. Butcher)

To be reviewed: November 2025

Associate Principal: N. Clifton

## **INTRODUCTION**

At Oriel Academy, we feel that Relationships Education is an integral part of Wellness (formerly known at our school as PSHCE- Personal, Social and Health & Citizenship Education). It includes work on teaching children about positive relationships and respect for others, understanding stereotypes, dealing with change and being assertive. Through the teaching of these elements this will help to promote good mental health and well-being in our pupils. It is our duty to ensure all of our pupils are safe, but also to teach them the ability to recognise the importance of and be able to safeguard themselves as resilient individuals. The Relationships Education outcomes are also addressed in other parts of the wider National Curriculum. For example, the Primary National Curriculum outcomes for Science include understanding the life cycle and reproduction. Effective Relationships Education is integrated across the curriculum, but we feel it is also important to deliver some identified Relationships Education lessons so that pupils can learn about the human life cycle, in the context of learning about themselves and about relationships.

***'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it.'***

***(Ofsted, School Inspection Handbook – Relationships and Sex Education, May 2019)***

### **1. AIMS & OBJECTIVES**

At Oriel Academy, we define Relationships Education as the teaching of positive relationships, including family, other children and adults, which will help to promote happiness and security amongst our pupils. We aim to develop all of our children into emotionally intelligent individuals, to help prepare them for life in modern Britain. Through the teaching of Relationships Education, we feel that our children will gain a greater knowledge and understanding about their own emotions, developing relationships (both online and offline) and respecting the differences between people. We also strive to embed a secure understanding of good physical health and mental well-being.

### **2. INCLUSION**

It is our intention that all children have the opportunity to experience a programme of Relationships Education at a level which is appropriate for their age and physical development, with differentiated provision if required. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all of our pupils. We are aware that some of our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND, therefore the Wellness (PSHCE) and Safeguarding Lead both have a duty of care to ensure that all staff delivering Relationships and Sex Education are familiar with the Safeguarding Policy and understand the necessary protocol should a safeguarding issue arise. Furthermore, the faiths and beliefs of all pupils are taken into account when planning and teaching, so that the topics are sensitive to the needs and religious backgrounds of our pupils. At Oriel Academy, we feel that all pupils should be taught to have an understanding of healthy relationships, acceptable behaviour and the right of everyone to equal treatment. This will help to ensure that pupils treat each other well and go on to be respectful and kind adults.

*'In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.'*

*(Relationships and Sex Education and Health Education, 2019)*

### 3. RELATIONSHIPS EDUCATION CURRICULUM REQUIREMNETS

As laid out in the DfE RSHE Statutory Guidance (September 2020), is now compulsory that Primary Schools include 'Relationships Education and Health Education' as part of their Wellness (PSHCE) curriculum. See below for the relevant requirements as found in this document:

#### By the end of primary school:

|  |  |
|--|--|
| <b>Families and people who care for me</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> |
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|                             | <ul style="list-style-type: none"> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>  |
| <b>Online relationships</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>   |
| <b>Being safe</b>           | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul> |

**By the end of primary school:**

|                         |  |
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| <b>Mental wellbeing</b> | <p>Pupils should know</p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li></ul> |
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|  |   |
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|  | <ul style="list-style-type: none"><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul> |
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| <b>Physical health and fitness</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>   |
| <b>Healthy eating</b>              | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>  |
| <b>Drugs, alcohol and tobacco</b>  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>   |
| <b>Health and prevention</b>       | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul> |
| <b>Basic first aid</b>             | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>   |

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| <b>Changing adolescent body</b> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> |
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Statutory elements of Relationships Education can also be found within the Primary National Curriculum for Statutory Science (within 'Animals including Humans'), as indicated below:

**106. 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, including puberty.**

#### **4. TEACHING & PLANNING**

All teaching staff take part in trained (CPD) sessions to provide high quality teaching and learning for all levels of ability. Additionally, the Wellness (PSHCE) Lead has asked for consent, from all teaching staff, to ensure they feel competent in teaching the coverage outcomes.

To ensure we adhere to the requirements of the National Curriculum in relation to Relationships Education, in Years 2-6, we use the 'Islington, Supporting Sex and Relationship Education in the Primary School' materials, as recommended by the PSHCE Advisor for the Local Authority. It is a scheme of work that contains comprehensive lesson plans and resources for each year group. The coverage of these lessons is as follows:

| Year Two                            | Year Three                            | Year Four                               | Year Five   | Year Six                          |
|-------------------------------------|---------------------------------------|---|---|-----------------------------------|
| Islington SoW                       | Islington SoW                         | Islington SoW                           | Islington SoW   | Islington SoW                     |
| 1. Girls and Boys Can...            | 1. Who's in my family?                | 1. Growing and Changing                 | 1. Puberty - How Our Bodies Change (2a)               | 1. What's All This About Puberty? |
| 2. What is Male and Female?         | 2. Special and Different Families     | 2. Puberty- How our bodies change (2b)  | 2. Understanding Menstruation and wet dreams          | 2.. Becoming Men and Women        |
| 3. Labelling Male and Female Bodies | 3. Changing Body Parts (2a)           | 3. Changing the way we keep clean       | 3. Feeling, Thinking and Doing- Change Relationships. | 3. Building Good Relationships    |
| 4. Human Life Cycle                 | 4. Feeling good about being different | 4. Changing feelings and changing lives | 4. Feeling, Thinking and Doing – Changing Lives       | 4. Sexual Relationships           |
| 5. Everybody Needs Caring For       |                                       |   | 5. Your Questions Answered                            | 5. Conception and Pregnancy       |
|                                     |                                       |   |   | 6. Being a Parent                 |
|                                     |                                       |   |   | 7. Your Questions Answered        |

#### **5. Early Years and Foundation Stage:**

Our children learn about the concept of male and female and about young animals. In ongoing personal, social and emotional (PSED) work, they develop skills to form friendships and think about relationships with others in relation with the Development Matters document.

Associate Principal: N. Clifton



## 6. ASSESSMENT

See Wellness (PSHCE) Policy.

## 7. THE RIGHT OF WITHDRAWAL

The elements of our Wellness Curriculum which fall within the 'Relationships Education' and 'Health Education' aspects of the new DfE Statutory Guidance are now compulsory, as highlighted within 'Section 3, Relationships Education Curriculum Requirements'.

***'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it.'***

***(Ofsted, School Inspection Handbook – Relationships and Sex Education, May 2019)***

As already stated, some parts of our Relationships Education are covered by the Primary Science National Curriculum and these are also compulsory. However, if a parent/carer still feels strongly about their child/ren not taking part in the statutory Relationships Education curriculum taught at Oriel Academy, they must write formally to the Principal. We have the right to request that parents provide alternative work or activities for their child/ren if they choose to withdraw them from these areas of the curriculum.

The Wellness Lead holds annual Parent/Carer Curriculum sessions to go over the content of lessons taught within each year group for Relationships Education at Oriel Academy. During these sessions, parents and carers are welcome to come into school and view lesson plans, resources and materials that we use to deliver these lessons. It is also an opportunity for them to ask questions and deepen their own understanding of our Relationships Curriculum.

*See below for guidance regarding parents'/carers' rights for withdrawal from DfE.*

### **Understanding Relationships and Health Education in your child's primary school: a guide for parents**



We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

#### **Right to withdraw your child**

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Associate Principal: N. Clifton



## **REFERENCES:**

DfE: Relationships, Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principles, senior leadership teams and teachers (September 2020)

Ofsted, School Inspection Handbook – Relationships and Sex Education, May 2019

Primary National Curriculum for Science

Understanding Relationships and Health Education in your child's Primary School: a guide for parents (DfE)