

Relationships Education Policy

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as the Three Schools)



This policy was agreed by the Governing Body- **June 2023**

The policy is to be reviewed by - **June 2024**

(Copies of this policy are available for staff, parents, visitors and
volunteers on request from the school office)

Relationships Education policy

1. School ethos/values statement

At the Three Schools 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.

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

At the Three Schools 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. **(See The Three Schools Sex Education Policy)**

At Drayton Parslow and Mursley CE Schools (KS1), we don't teach **Sex Education** in PSHE, however we will cover 'Being Safe', an aspect of the statutory **Relationships Education** curriculum which includes learning related to privacy and safeguarding. It is recommended children are taught the correct names of all body parts. A list of key vocabulary (**See Appendix 4**). Introducing the scientific names of genitalia is recommended by the **NSPCC**, the **PSHE Association** and **Medway PSHE Association** and is recognised good practice, supporting the safeguarding of pupils.

3. Development of the policy

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils.

This policy links to the **PSHE policy, Sex Education Policy, Emotional Health and Well-Being 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.

4. Definition of Relationships Education

Statutory Relationships at The Three Schools 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 and Appendix 3**). **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 wider community in which they live.

Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in them on and off line lives and how to report any concerns or abuse and where to access help when needed.

5. 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 on line, 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 **(See Appendix 1 DFE Descriptors and Appendix 3 - Guide for Parents)**.

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
- On line relationships
- Being safe*

*We teach the scientific names of body parts **(See Appendix 4)** which highlights a list of key vocabulary used in Year 1 Autumn 1 (What is the same and different about us?) Ourselves and others: similarities and differences; individuality; our bodies (correct names for main body parts, including external genitalia).

Sex Education is taught as part of the **PSHE** curriculum in the context of **Relationships Education** but is not a mandated requirement. Please see the **Sex Education Policy** for further details.

What scheme of work is used to teach for **Relationships Education**?

We follow the **PSHE Association** programme of study and the **Medway PSHE Association** programme of study to deliver Relationships Education. These programmes of study are adapted to provide a relevant and age appropriate curriculum that meet the needs of all children.

We provide a progressive curriculum to ensure that pupils are taught key aspects of **Relationships Education** at a relevant age and appropriate level and in-line with their continuing personal and social development.

How is Relationships Education delivered?

Delivery of our **PSHE** curriculum (including **Relationships Education**) takes place as one hour weekly sessions for each year group. The curriculum coverage is mapped from Years 1-6 to ensure coverage **(See Appendix 2)**. Our provision is further enriched by cross-curricular and whole school links including whole school worship/assemblies.

Who teaches Relationships Education?

The PSHE leader (Charlene Smuts) is responsible for leading and managing the subject. Teachers are responsible for delivering **PSHE, Relationships Education** and **Sex Education**.

Entitlement and equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstances. Teaching of **Relationships Education** will take into account the age, ability, readiness and cultural backgrounds of children (including those with English as an additional language) to ensure that all can fully access education provision. We will teach and encourage children to be aware of the needs of others and considerate of other's beliefs and opinions. We recognise the right for all pupils to have access to a **Relationships Education** that meets their learning needs. We will ensure that pupils with SEND receive access to **Relationships Education** through an inclusive and differentiated curriculum. All pupils will have access to the teaching of **Relationships Education**.

Where you can view Relationships Education curriculum information?

(See Appendix 2)

Managing Difficult Questions

All aspects of **PSHE** and **Relationships Education** are underpinned by shared and understood **G.R.O.U.N.D** rules (Ground rules) **(See Appendix 5)** 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 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 vice 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

6. 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 DSL (Executive Co-Headteacher) or Deputy DSLs and share concerns with parents/carers according to the school's safeguarding procedures.

7. Roles and Responsibilities

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

The Executive 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 other with respect.

8. Working with outside agencies and visiting speakers

The **Relationships Education** programme will be led by the **PSHE** lead (Charlene Smuts) and will be taught by Class Teachers and Teaching Assistants as appropriate. If we use the services of external contributors in some circumstances such as the delivery of **Relationships Education**, before a visitor is invited to take part in sessions, staff will ensure that they understand the ethos and values of The Three Schools, has a clear knowledge of the schools' **PSHE** and **Relationships Education** programme of study and understands the objectives of the session and the aims and outcomes of the learning.

9. Working with parents and carers (consulting, informing and supporting)

At The Three Schools, we operate an open-door policy in relation to queries or questions. We are committed to working with parents and carers. We will communicate with parents and carers at the start of each academic year such as informing them of **Relationships Education** sessions including intended content for a particular year group.

We offer leaflets and guidance for parents/carers on the school website for further information. Parents /carers are welcome to make an appointment to view materials used to teach **Relationships Education**. 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.

10. Policy development

- Who wrote the policy? - PSHE lead with staff pulled together all relevant information including relevant national and local guidance, including advice and guidance from Public Health PSHE lead for Buckinghamshire Council (Carol Stottor).
- Were parents consulted? - This policy has been consulted on with parents and Governors through the use of consultation periods and questionnaires.
- Were staff consulted? - All school staff were given the opportunity to look at the policy and make recommendations before the final policy was completed.
- Were parent/stakeholder groups consulted - LPPA parent action group and any interested parties were invited to provide feedback following receipt of PSHE overview, policy, statement of intent and information regarding **Relationships** lessons.
- Ratification - This policy was shared and ratified with governors in June 2020.

11. Policy date and review date

- **Relationships Education** and **PSHE** teaching and learning will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school.
- The **Relationships Education** policy will be reviewed annually in conjunction with the **PSHE** policy.
- To ensure staff are confident to deliver all aspects of the **PSHE** curriculum including **Relationships Education**, access to online, in school, local and national training will be made available in accordance with the school's CPD programme for staff development.

12. Policy monitoring and review

Policy monitoring and review

- We will formerly review this policy every year as well as if incidents occur that suggest the need for review.
- Parents/carers will be involved in policy review and monitoring via participation in and communication from The Three Schools' **PSHE** working party which will include members or the LPPA parent action group.

David May (**Executive Headteacher**)

Kaye Rudd (**Chair of Governors - Swanbourne**)

Alison Terry (**Chair of Governors - Mursley and Drayton Parslow**)

Policy created - **June 2023**

Policy to be reviewed - **June 2024**

Appendix 1 DfE descriptors - Relationships Education (Primary)

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

DfE - Statutory guidance

Relationships Education (Primary)

The focus in primary school should be 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 primary school, building on early education, pupils should 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 - these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should 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, teachers should 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 fewer 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 should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should 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 and carers amongst other structures.) 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; for example, 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. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships 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 Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing 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. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of Primary School

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
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

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:

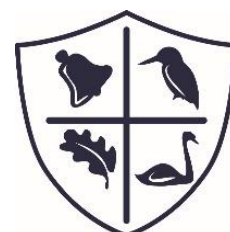
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's 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, for example family, school or other sources

The Three Schools PSHE Long-Term Overview (2023/2024)

Relationships

Health and Wellbeing

Living in the Wider World



Drayton Parslow Village School
Kingfishers Preschool
Mursley CE School
Swanbourne CE School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>What is the same and different about us? <i>Ourselves and others: similarities and differences; individuality; our bodies (correct names for main body parts, including external genitalia)</i></p>	<p>Who is special to us? <i>Ourselves and others: people who care for us; groups we belong to; families (similarities and differences)</i></p>	<p>What helps us stay healthy? <i>What being healthy means; hygiene; medicines that help us stay healthy; people who help us with health</i></p>	<p>What can we do with money? <i>What money is (different forms of money); making choices about money; difference between needs and wants</i></p>	<p>Who helps to keep us safe? <i>Keeping safe (who can help them and how to get help); People who help us (different roles in the community)</i></p>	<p>How can we look after each other and the world? <i>Ourselves and others: the world round us; caring for others and our responsibilities; growing and changing (how needs change as they grow from young to old)</i></p>
Year 2	<p>What makes a good friend? <i>Friendship and how to make friends; feeling lonely; managing arguments</i></p>	<p>What is bullying? <i>How behaviour affects other; bullying; words and actions; respect for others</i></p>	<p>What jobs do people do? <i>People and a range of jobs; earning money; role of the internet</i></p>	<p>What helps us to stay safe? <i>How rules and restrictions help keep them safe; recognising risks; what to do when they feel unsafe or worried</i></p>	<p>What helps us grow and stay healthy? <i>Different things that help us to be healthy: eating and drinking, exercising, playing and resting (sleep)</i></p>	<p>How do we recognise our feelings? <i>Recognising and describing feelings; mood; times of change; loss and bereavement; growing up</i></p>
Year 3	<p>How can we be a good friend? <i>Friendships: making positive friendships; managing loneliness; dealing with arguments.</i></p>	<p>What keeps us safe? <i>Keeping safe (at home and school); how to keep their body safe; hygiene; medicines and household products</i></p>	<p>What are families like? <i>How family structures differ from each other; features of family life; caring for each other</i></p>	<p>What makes a community? <i>Community: belonging to groups; similarities and differences; respect for others</i></p>	<p>Why should we eat well and look after our teeth? <i>Being healthy: eating, dental care</i></p>	<p>Why should we keep active and sleep well? <i>Being Healthy: keeping active; resting</i></p>

Year 4	What strengths, skills and interests do we have? <i>Self-esteem; self-worth; personal qualities; goal setting; managing set backs</i>	How do we treat each other with respect? <i>Respect for self and others; courteous behaviour; how to respond to inappropriate behaviour; human rights; rights of children and importance of protecting it</i>	How can we manage our feelings? <i>What affects feelings and emotions; expression of feelings; behaviour and managing feelings</i>	How can we help in an accident or emergency? <i>Basic First Aid; accidents; dealing with emergencies</i>	How can our choices make a difference to others and the environment? <i>Caring for others and the environment and animals; shared responsibilities; making choices and decisions</i>	How can we manage risk in different places? <i>Keeping safe; out and about; managing others' influence; keeping safe online; recognising and managing risk; reporting concerns; awareness of laws and restrictions</i>
Year 5	What makes up a person's identity? <i>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</i>	What decisions can people make with money? <i>Money; making decisions, keeping track of spending and saving</i>	How can drugs common to everyday life affect health? <i>How drugs like alcohol and tobacco can affect health; laws to protect us; healthy habits</i>	How can friends communicate safely? <i>Different types of relationships; how internet and social media can be used to communicate with friends and family; online safety</i>	How will we grow and change? <i>How bodies change during puberty; how puberty affects emotions and feelings; personal hygiene; advice and support during puberty</i>	What jobs would we like? <i>Careers; aspirations; role models; the future (what might influence their decisions)</i>
Year 6	How can we keep healthy as we grow? <i>Link between mental and physical health; how positive friendships support wellbeing; making choices to support a balanced lifestyle; becoming independent; taking more responsibility for physical and mental health; strategies and support</i>		How can the media influence people? <i>Media literacy and digital resilience - evaluating inline content and media; influences and decision making - debate and consider different viewpoints; online safety-reporting concerns and identifying risks</i>	What will change as we become more independent? <i>Different relationships (including romantic or intimate relationships); choices people make about relationships and commitment; changing and growing (puberty, reproductive organs, contraception), becoming more independent (increased opportunities and responsibilities); how to manage change (including moving to secondary school)</i>		

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

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.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



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.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Appendix 4 – A list of key vocabulary used in Year 1 Autumn 1

(What is the same and different about us?) Ourselves and others: similarities and differences; individuality; our bodies (correct names for main body parts, including external genitalia)

Schools can decide which terminology to introduce to younger pupils, in accordance with their RSE policy.

The following gives definitions that are suitable and recommended to use with younger pupils at Key Stage one by **Medway Primary PSHE Association** and **The PSHE Association**:

Female genitalia (parts that determine sex)

Vulva:

- The area between the legs, which includes the openings to the vagina and urethra, the clitoris and the soft skin covering them

Vagina:

- The small opening between the legs – a small tube from the outside to the inside of the body

Clitoris:

- The button-shaped bump above the vagina

It may also be useful for pupils to know about:

Urethra:

- The tiny opening near the vagina of a tiny tube through which urine 'wee' leaves the body

Male genitalia (sex parts)

Penis:

- The spongy tissue that dangles between the legs.
- Boys urinate 'wee' through a tube in their penis (the urethra)

Testicles:

- Two plum-shaped 'balls' in a squashy bag (the scrotum) behind the penis.
- When talking about the male and female genitalia, it may be useful to highlight the NSPCC underwear rule (<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>) whilst noting that this does not need to be taught in-depth in this lesson—as it should be covered in separate lessons on keeping safe.
- One way of doing this in the lesson is to point out that we do not usually look at or touch each other's private parts: these are parts of the body covered by our underwear that we have the right to keep private or to ourselves.

Appendix 5 - G.R.O.U.N.D Rules (Ground rules) for Relationships Education Lessons

Work with pupils to establish a list of Ground rules that will increase their feelings of safety and comfort during **Relationships Education** classes.

It is essential that the following ground rules be included:

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

The Three Schools **G.R.O.U.N.D** rules for **Relationships Education** lessons;

G...Gigging is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name