

# Relationships Education Policy (from 2021)

New Seaham Academy



Approved by:

Board of Trustees

Date: 14<sup>th</sup> July 2021

Last reviewed on:

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July 2022

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### 1. Aims

The aims of Relationships Education at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils to understand the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of relationships

As a school, we want to provide high quality Relationships Education to ensure children are equipped with all the necessary skills to flourish as responsible individuals in modern Britain and the ever-changing global community.

### 2. Statutory requirements

As a primary academy school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

New Seaham Academy follows the National Curriculum for science which includes the biological elements of; reproduction in plants and animals, gestation periods of humans/animals, changes in puberty and life cycles contained in the science curriculum.

In teaching Relationships Education, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At New Seaham Academy, we teach Relationships Education as set out in this policy.

### 3. Policy development

1. Review – a teacher considered all relevant information including relevant national and local guidance
  2. A member of the Senior Leadership Team monitored the content of the policy.
  3. The policy was written with the needs of the pupils in mind.
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4. The policy was shared with trustees and ratified.

## 4. Definition

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, diversity and personal identity.

Relationships Education involves a combination of sharing information, and exploring issues and values.

## 5. Curriculum

We have developed the curriculum, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. This curriculum may change if necessary.

## 6. Delivery of Relationships Education.

Relationships Education is taught within the SMSC (spiritual, moral, social and cultural) curriculum. Some elements are taught within the science curriculum; reproduction in plants and animals, gestation periods of humans/animals, changes in puberty and life cycles. Other aspects are included in Computing (online relationships) and marriage is covered in Religious Education as per the County Durham Agreed Syllabus for RE. This is accessible to all pupils, including those with special educational needs and disadvantaged pupils.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The Board of Trustees

The board of trustees will approve the Relationships Education policy, and hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school.

### 7.3 Staff

Staff are responsible for:

- › Delivering Relationships Education in a sensitive way
- › Modelling positive attitudes to Relationships Education

- › Monitoring progress
- › Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

All teaching staff are responsible for delivering Relationships Education.

## **7.4 Pupils**

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to it, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships Education as it is a statutory part of the curriculum.

## **9. Training**

Staff are trained on the delivery of Relationships Education as part of their CPD in our continuing professional development.

The headteacher may also invite visitors from outside the school if required to provide support and training to staff teaching Relationships Education.

## **10. Monitoring arrangements**

The delivery of Relationships Education is monitored by the Relationships Education lead through:

Rigorous monitoring and evaluation such as; planning scrutinies, learning walks, work scrutinies, pupil discussions etc.

This policy will be reviewed by the Relationships Education lead. At every review, the policy will be approved by the board of trustees and headteacher.

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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> <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 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>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <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>
Online relationships	<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>
Being safe	<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>

