



Relationships Education Policy

Approved by:	Governing Body	Date: 23.01.24
Last reviewed on:	January 2024	
Next review due by:	January 2025	

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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 for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships, and educate against discrimination and prejudice.
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Reassuring children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- › Recognise healthy and stable relationships.
- › Exploring moral issues.
- › Building positive relationships with others, involving trust and respect.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Livingstone Primary School, we teach Relationships Education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were informed and invited to comment on the scheme
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. In our school curriculum we only teach about sex and sexual development as specified on the compulsory National Curriculum for Science.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How reproduction works in some animals and plants

6. Delivery of Relationships Education

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in religious education (RE) or in computing. We will follow Tameside's Sex and Relationships Education Curriculum planning document from year 1 to year 6.

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 make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, cared for children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Class teachers or TAs will usually teach sex and relationship education as part of the Science and the PSHE Curriculum. The subject will be taught in a cross-curricular way, and through dedicated lessons. In Key Stage 2 some of the lessons may involve teaching boys and girls separately to ensure that the children are focussed on the knowledge. However, boys and girls will all learn the same content. Children will be given opportunities to ask questions confidentially in sensitive lessons to ensure their concerns are noted and addressed if necessary. On some occasions we may invite the school nurse or other health care professionals in to help provide advice and support to the children and teachers with regard to health and sex education.

Teachers will answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the pupil's knowledge, understanding and backgrounds. Teachers will use their professional judgment and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature. If a teacher is concerned by a child's responses during these sessions the information will be passed onto the Designated Safeguarding Lead.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions

- 1-to-1 discussions
- Digital formats

➤ Give careful consideration to the level of differentiation needed

Children with special educational needs and learning difficulties will be properly included in Relationships Education through differentiated and supported work.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed

- › Ask to see in advance any materials that the agency may use
- › Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- › Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- › Check the agency’s protocol for taking pictures or using any personal data they might get from a session
- › Remind teachers that they can say “no” or, in extreme cases, stop a session
- › Make sure that the teacher is in the room during any sessions with external speakers

We **won’t**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of Relationships Education (see section 9).

8.3 Staff

Staff are responsible for:

- › Delivering Relationships Education in a sensitive way
- › Modelling positive attitudes to Relationships Education
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of Relationships Education.

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 PSHE lead and other staff who may have taught the content previously. All class teachers and TAs may at some point be involved in teaching their class the Relationships Education curriculum.

Teachers will answer all children’s questions relating to sex and relationship education in an open and factual way, taking into consideration the pupil’s knowledge, understanding and backgrounds. Teachers will use their professional judgment and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature. If a teacher is concerned by a child’s responses during these sessions the information will be passed onto the Designated Safeguarding Lead.

8.4 Pupils

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

8.5 Parents

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. Before any sensitive parts of Relationships Education are taught, staff will inform parents so that they know what is being taught and when. This will help them to be prepared for any questions their child might have.

We will ensure that:

- Parents are informed about the school's relationships education policy and practice.
- Parents are kept up to date with what their children will be learning when sensitive subjects are to be taught.
- Parents are given opportunities to ask questions about the teaching and content of Relationships Education.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. As the only component of sex education that is taught at Livingstone is the statutory section of the National Curriculum for Science, parents do not have the right to withdraw their child from the statutory curriculum.

10. Training

Staff are trained on the delivery of Relationships Education as part of their induction and we access professional development as and when appropriate.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching Relationships Education.

11. Monitoring arrangements

The delivery of Relationships Education is monitored by PSHE lead Chloe Bromley and the Science sections by the Science lead, Jess Legge. This is done through planning scrutinies, learning walks and discussions with staff.

This policy will be reviewed by Rebecca Willard, Headteacher, annually. At every review, the policy will be approved by the Governing Body.

The role of parents/ carers

Livingstone Primary School is aware that parents and carers must play an important role in the teaching of SRE. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

We will ensure that:

- Parents are informed about the school's sex education policy and practice.
- Parents are kept up to date with what their children will be learning during SRE lesson through the half termly curriculum newsletters and through letters advising when sensitive subjects are to be taught.
- Parents are given opportunities to ask questions about the teaching and content of SRE lessons.
- Issues that parents raise with teachers or governors about this policy or the arrangements for sex education in the school are taken seriously.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR	THEME	TOPIC/THEME DETAILS
1	HEALTH AND WELLBEING	<p>The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p>
	RELATIONSHIPS	<p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p>
	LIVING IN THE WIDER WORLD	<p>That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>
2	HEALTH AND WELLBEING	<p>Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>About the ways that pupils can help the people who look after them to more easily protect them</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p>

YEAR	THEME	TOPIC/THEME DETAILS
	RELATIONSHIPS	<p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>To identify and respect the differences and similarities between people</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>
	LIVING IN THE WIDER WORLD	<p>That they belong to different groups and communities such as family and school.</p> <p>Ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>Ways in which we are the same as all other people; what we have in common with everyone else.</p>
3	HEALTH AND WELLBEING	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p>
	RELATIONSHIPS	<p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>
4	HEALTH AND WELLBEING	<p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>How their body will, and their emotions may, change as they approach and move through puberty.</p>
	RELATIONSHIPS	<p>To judge what kind of physical contact is acceptable or unacceptable, and how to respond</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>To recognise and challenge stereotypes.</p>

YEAR	THEME	TOPIC/THEME DETAILS
	LIVING IN THE WIDER WORLD	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>That these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p>
5	HEALTH AND WELLBEING	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>How their body will, and their emotions may, change as they approach and move through puberty</p> <p>About human reproduction</p> <p>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>
	RELATIONSHIPS	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>To recognise and challenge stereotypes</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>
6	HEALTH AND WELLBEING	<p>How their body will, and their emotions may, change as they approach and move through puberty.</p> <p>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p>

YEAR	THEME	TOPIC/THEME DETAILS
	RELATIONSHIPS	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>
	LIVING IN THE WIDER WORLD	<p>To explore and critique how the media present information</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p>

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"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

