



Holdbrook Primary School & Nursery

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Relationships Education Policy

Signature: _____
Headteacher

Date: _____

Signature: _____
Chair of Governors

Date: _____

Introduced: January 2020

Review Date: January 2023

The Importance of relationships education at Holdbrook Primary School and Nursery

Building respectful relationships is an important part of education and life. Today's children are growing up in an increasingly complex world. Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child. High-quality relationships education helps create a safe school community where pupils can grow, learn, and develop positive, compassionate behaviour for life. To be properly prepared for life in a diverse society, children need to develop an understanding of difference and of the importance of treating others with respect.

Aims

The aims of relationships education at our school are to teach all children in an age-appropriate way:

- what relationships and friendships are;
- the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults;
- what family means, including the different types of family, and who can support them;
- about safe relationships and how to stay safe both on and offline;
- about the law (including the Equality Act 2010) as it applies to relationships so that pupils clearly understand what the law allows and does not allow;
- about diversity – children respecting all people and understanding that everyone is alike, but also different.

Our relationships education will support children's Spiritual, Moral, Social and Cultural development and understanding of British Values and our Holdbrook Hero school values, helping pupils to develop feelings of kindness, respect, honesty, empathy and open-heartedness.

Our approach will ensure that all children are, and feel, included. 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, LGBT+ 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).

Through our LGBT inclusive curriculum, we will create the opportunity to challenge (and prevent) the prejudiced views that could lead to discrimination.

Legislation and guidance

Schools have a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. Schools must also ensure they comply with the relevant provisions of the Equality Act 2010, especially the stated protected characteristics.

From September 2020, Section 34 of the Children and Social Work Act 2017 provides for relationships education to be taught to all children in all primary schools in England, including independent schools. Relationships education is compulsory in all schools in England and there is no parental right to withdraw children from this learning.

Policy development

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

1. Review – all relevant information including relevant national and local guidance was studied;
2. Staff consultation – all school teachers were given the opportunity to make recommendations on the policy;
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and view the teaching material (schemes of work and story books etc.) that will be used in each year group;
4. Pupil consultation – a Pupil Voice survey sought pupils' views on PHSE (personal, social, health and economic education), citizenship and religious education lessons; and

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition and delivery of relationships education

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

Although elements of relationships education will be taught within the subjects of personal, social, health and economic (PSHE) education, citizenship, religious education (RE) and computing, we will weave the language of equality into everyday life. We will adopt the best-practice LGBT-inclusive Primary Curriculum approach developed by the UK Government Equalities Office, Pearson Spectrum UK and Stonewall and we will represent LGBT identities and history in ways that support the ethos and community of our school. This will be across the whole curriculum and, therefore, relationships education will be taught by all teachers and also the senior leadership team (for example in assemblies).

Holdbrook primary school is one of more than 60 primary schools in Hertfordshire that uses the Jigsaw PSHE Ltd scheme of work to teach personal, social, health and economic (PSHE) education and citizenship. It is a whole-school approach, covering all classes from Nursery to Year 6. For religious education, we use the Discovery RE scheme of work which is also published by Jigsaw PSHE Ltd.

More information about these schemes of work can be found at:

Jigsaw PSHE: <https://www.jigsawpshe.com/>

Discovery RE: <https://discoveryschemeofwork.com/>

These schemes of work will be supported by high quality, age-appropriate story books to enhance the teaching and learning of each topic.

Pupils might sometimes ask their teachers or other adults questions which go beyond what is set out for relationships education. Teachers will handle these on a question by question basis in an age-appropriate manner to avoid, given sometimes ease of access to the internet, children whose questions going unanswered possibly turning to inappropriate online sources of information.

Full details of what pupils need to know about relationships by the end of primary school, as specified by the Department for Education, are provided at Appendix 1.

Full details about what is covered about relationships education in Jigsaw PSHE for each year group are provided at Appendix 2.

Roles and Responsibilities

The governing board

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

The headteacher

The headteacher is responsible for ensuring that relationships education is taught consistently across the school

Staff

All teaching staff are expected to read and follow this policy.

Staff are responsible for delivering relationships education in a sensitive way, modelling positive attitudes to relationships education, monitoring progress, and responding to the needs of individual pupils.

Staff are trained on the delivery of relationships education as part of their induction and it is included in our school's continuing professional development calendar.

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.

Pupils

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

Monitoring

This policy will be reviewed biannually by the children's committee. At every review, the policy will be shared with the governing board.

Links with other policies

This relationships education policy is linked to:

- Teaching and Learning Policy
- Anti-bullying policy
- Online safety
- Safeguarding and Child Protection
- Mental health and well being
- SEND and Inclusion
- Behaviour
- Sex education
- Science
- Religious Education
- PSHE and Citizenship
- Computing



By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <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.
	<ul style="list-style-type: none"> • 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 marriage¹³ 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <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.

¹³ 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.

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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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.

Appendix 2



Relationships learning unit of work

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My family and me - jobs I do to help my family	My family and me - jobs I do to help my family	Families coming in all different shapes and sizes, including adoption, same sex, mixed race grandparents, step brothers and sisters	Families coming in all different shapes and sizes, including adoption, same sex, mixed race grandparents, step brothers and sisters	Men and Women jobs - challenging stereotypes	Impact of jealousy on relationships	Self-recognition and self-worth	Identifying mental health worries and support
Making friends and not being lonely	Making friends and not being lonely			Win-win friendships	Grief - loss of family member, friend, pet	Building personal self-esteem	Taking care of own mental health
Solving problems to stay friends	Solving problems to stay friends	Role of family to protect & love us	Role of family to protect & love us	Using technology safely	How friendships can change - compromise, empathy	Safer online communities	Exploring stress and anxiety
The impact of unkind words	The impact of unkind words	Being a good friend / how to make a friend	Mending friendships	Being a global citizen - needs and rights of children around the world	Boyfriends and girlfriends, including same sex relationships	Online gaming and gambling	Self-harm
Managing my feelings	Managing my feelings	Appreciating people who are special to me	Keeping secrets	Deprivation		Dangers of online grooming	Grief - loss of family member, friend, pet
Falling out and bullying	Falling out and bullying		Trusting people	Equality and justice	Showing appreciation to people and animals	Reducing screen time	Peer pressure
Being the best friend that I can be	Being the best friend that I can be	Physical contact preferences	Physical contact boundaries			Using technology safely	Using technology safely



Celebrating Difference learning unit of work

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What I am good at - my talents	What I am good at - my talents	Similarities and differences between people in class	Differences between boys and girls (children might name body parts)	Exploring different families including mixed race, same sex, single parent, travellers.	Not jumping to conclusions about people and judging them	Cultural differences and potential conflicts	Perceptions of normality and prejudice based on beliefs about what is normal
Being different makes us all special	Being different makes us all special	Bullying - definition, examples, what to do	Boy and Girl stereotypes	Conflict in Families - Solving it Together technique	Exploring how impressions can change over time	Racism	The Equality Act 2010
Different families	Different families	Friendship - Qualities of a friend	Bullying related to being different (e.g. wearing glasses)	Homophobic language and bullying	Stereotypes are sometimes not helpful influences	Verbal bullying, including rumours, homophobic and racist language	The story of Robert Cowell - one of the first transgender people in the UK
Why my home is a special place to me	Why my home is a special place to me	Celebrating differences in everyone	Gender Diversity (Gender being irrelevant and that we should treat all people kindly and with respect)	Not using hurtful words	Online bullying and being safe with technology	Respecting different cultures	Bullying based on power, peer pressure
How to be a kind friend	How to be a kind friend			Giving and receiving compliments	Identifying how special and unique everyone is	Exploring life in the developing world and the value of happiness regardless of material wealth	Understanding disability
Standing up for myself when somebody does something unkind	Standing up for myself when somebody does something unkind						Exploring empathy