

Baines' Endowed Church of England Primary Academy

Relationships Policy

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

"With God, nothing is impossible" Luke 1:37

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

Intent

The main focus is 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.

We use the PSHE Association scheme of work, supplemented mainly by Kapow, an online resource and Health for Life. Other resources include stories such as 'A Piece of Cake' by Jill Murphy in Year 4 and 'I will not ever Never eat a tomato' by Lauren Child in Year 5.

We aim to:-

- Provide Relationships Education within the framework of our Personal, Social, Health Education (PSHE) curriculum.
- Help children develop strong and positive relationships.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for a sexual relationship.
- To integrate elements of Citizenship and Science to understand relationships in a positive and informed light.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- To support children in their own understanding of their values and other people's behaviours and attitudes.
- Create a positive culture around issues of sexuality and relationship.

- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.

By the end of primary school children should have an understanding of:

Families and people who care for me

- 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 Relationships

- 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

- 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

- 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

- 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 source

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

Group Agreements and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Difficult and Sensitive Questions.

- Clear parameters about what is appropriate and inappropriate should be discussed by the whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported via the usual child protection procedures.

Our school has decided not to teach about or answer questions on...

Rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay. AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education, delivered as part of RSE. Currently, our school does not deliver content outside of Relationship or Health Education, which is part of the basic curriculum.

All parents will be informed prior to any sex education taking place in school and will be given time to withdraw their child upon communication with the headteacher.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship or Health Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Implementation

The RSE curriculum will be delivered appropriately to all children in Years 1-6. EYFS shall focus on relevant Early Learning Goals as it's foundation to build on for upcoming RSE teaching and learning.

Relationships Education will be taught as part of the PSHE curriculum. PSHE is taught weekly and recorded either in children's individual books (KS2) or in class books (KS1).

Impact

PSHE in EYFS will be assessed as part of early learning goals using the Development Matters guidelines for Personal, Social and Emotional Development and a strand of Understanding the World.

In Key Stage 1 and 2 RSE is assessed in line with all other non-core subjects, it is supplemented by the children's input and on-going teacher assessment during both PSHE, RSE lessons and the school day as a whole.

Teacher assessment is communicated to parents through an end of year written report.

The PSHE lead will monitor the subject across school through;

- Learning walks
- Work moderation and scrutiny
- Lesson observations
- Staff meetings and training
- Staff questionnaires and feedback
- Pupil questionnaires and discussions

Review

Policy to be reviewed annually in 2022 by Mrs J Anderson, PSHE Subject Leader.