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# **Relationship Education at Streethay PSHE and RSE**



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Author: Stuart Taylor

Ratified by: Cathy Lomas

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## Equality Impact Assessment

This policy has been equality impact assessed and we believe it to be in line with the Equality Act 2010. It does not have an adverse effect on any of the protected characteristics.

At Streethay we are ambitious about inclusion and go much further than our statutory duty. When writing and developing policies we review our plans against our inclusion goal below.

'Every person in our community at Streethay should feel safe, supported, celebrated, valued, and feel like they belong.'

## Introduction

As a primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. This policy sets out how the school meets the subsequent, statutory requirements of the Department for Education, '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' June 2019.

At Streethay, we are very focused on our mission to prepare the children for their next step and for life in modern Britain, so therefore, we believe education within the areas of Relationships and Sex Education is essential. The modern world is increasingly complex; children live their lives connecting seamlessly with others both on and offline. It is important children and young people know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

We have chosen to integrate RSE into our Physical, Social, Emotional (PSHE) curriculum. When developing this curriculum we have thought carefully about our school values, the age of our children; and their cultural and religious backgrounds. We also cover the physical aspects of RSE (physical changes over time) as part of our P.E. and Science curriculum. As we believe in creating well rounded humans, opportunities for relationship education are also naturally integrated into our wider curriculum e.g. texts covered in English, discussions in Religious Education and Geography etc.

## Aims and Objectives

The over-arching aim of PSHE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

The main objectives of the PSHE curriculum are:

- to help and support children and young people in their physical, emotional, social, intellectual, and moral development;
- to help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood;
- to provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction);
- for children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;
- to provide information that respects all cultures and viewpoints
- to provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

Streethay ensures PSHE is compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

## Teaching and Learning

PSHE is taught with clear learning objectives and is a subject that is developed as pupils progress through the school, building on previous knowledge and understanding.

Teaching helps pupils to develop knowledge, skills and attitudes and values and is matched to the developmental level of learners.

Before any PSHE is taught, time is spent on developing expectations with the pupils. These are based on three fundamental rights of the child:

- the right to learn;
- the right to be and feel safe;
- the right to feel and be respected.

PSHE is taught by class teams, who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationship with pupils. However, the curriculum is also enhanced by the use of outside agencies and professionals to support the learning. This includes support from school nurses and support agencies, such as Stonewall, Metro the NSPCC.

## Content

PSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- families
- respectful relationships, including friendships
- online and media
- being safe
- intimate and sexual relationships, including sexual health

The teaching of PSHE meets the requirements of the statutory elements of the National Curriculum, relating to: Science (Sex Education); Relationships Education and Health Education. However, we also teach this explicitly in science.

See the PSHE curriculum section of our website for further information about our approach. We use Jigsaw PSHE as our scheme of learning, and adapt to the needs of our children.

Although PSHE is a subject in its own right, it is always taught within the context of other learning. Where applicable in the curriculum, it is complemented by teaching and learning in other subjects

A core element of PSHE is about understanding and managing our mental health and wellbeing. Throughout the curriculum, pupils are taught about managing feelings and developing positive attributes, such as self-confidence and resilience.

All pupils, including those with SEND, have a right to effective PSHE. Different pupils' needs are taken into account when teaching PSHE. This may require adjustments to the curriculum or how it is accessed for some pupils.

## Assessment

Assessment is key to learning. Any teaching and learning in PSHE starts with an assessment activity, to establish pupils' learning needs and prior understanding. Teacher assessment should be made against the key questions set out for each lesson/unit of work. End of Key Stage assessment in PSHE is matched to the requirements set out in the DfE statutory guidance.

Pupils are expected to evaluate their learning in PSHE in a variety of ways. At times, this will include written work but the majority of PSHE assessment will be in the form of discussions, photos and personal reflection.

In general, pupils' learning in PSHE should be assessed by the development of their skills and attitudes/values e.g. increasing maturity in their relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school. Parents/carers can also be asked to be involved in noting their child's development in these areas and is a good way of supporting parental understanding of PSHE.

## Parental Engagement

Children **cannot** be withdrawn from Relationships Education or Health Education in primary or secondary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex and Relationship Education that are additional to that covered by the science curriculum, which is mandatory. They may request to do this at any point, up to three terms before the child turns 16. Young people over this age, who wish to take part in the lessons, can do so. Please see appendix 2 for the withdrawal form.

Non-statutory objectives are highlighted in yellow on the curriculum map.

If a parent/carer requests to withdraw their child from Sex Education, it is vital that the school talks their request through with them. Any parent/carer wishing to use the right to withdraw should always be directed to meet with the headteacher. It is important that this happens so that parents/carers are able to understand:

- what their child would be learning and why;
- what aspects they can and cannot be withdrawn from;
- what the risks are to the child of withdrawing them from the lessons (loss of learning, personal and social development, risk to safeguarding).

An open and honest discussion between parents/carers and the school can help to dispel any misunderstandings or concerns that the parents/carers might have.

If, after discussion with parents/carers, it is agreed that a pupil will be withdrawn from any non-statutory Sex Education taking place then the schools will ensure that the pupil is occupied meaningfully during that time, with suitable and alternative learning provision.

The headteacher will also ask the parents/carers how they will be ensuring that the pupil to be withdrawn is going to be supported at home, to ensure that they are able to take part in all other statutory PSHE taking place.

## **Roles and responsibilities**

### **Governors**

Governors to ensure implementation of this policy throughout school.

### **The headteacher**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory/non-science) components of Relationships and Sex Education (RSE).

### **Staff**

Staff are responsible for:

- delivering PSHE in a sensitive way;
- modelling positive attitudes to Relationships and Sex Education (RSE);
- monitoring progress;
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the (non-statutory/non-science) components of Relationships and Sex Education (RSE).

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

### **Pupils**

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

## **Policy Development and Consultation**

The views of the pupils, school staff and parents/carers are taken into account in the following ways:

- Pupils are consulted through ongoing assessment at the end of each unit.
- Staff views are taken into account through the subject leader's monitoring process and through discussions at Professional Development Meetings.
- Parents/carers are invited to attend PSHE meeting, every year, to discuss what the school teaches, why PSHE is important and how the subject is taught.

## **PSHE and Safeguarding**

Effective PSHE is an important part of safeguarding children, as it equips them with the facts and skills to negotiate all forms of relationships and to recognise what is positive in a relationship and what is not.

To help safeguard pupils, PSHE at this school follows the principles for effective PSHE set out by organisations such as the NSPCC, The Children's Society, The National Children's Bureau, the Sex Education Forum and Barnardo's. These principles state that effective PSHE:

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Meets the needs of pupils with their diverse experiences - including those with special educational needs and disabilities.
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.

### **PSHE and Faith Perspectives**

Pupils of all faiths and those of no faith are treated equally and respectfully. In line with the DfE statutory guidance, PSHE is taught in a way that respects all views and which takes the backgrounds of the pupils into account. Primarily, PSHE is a subject dedicated to building pupils' empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g. when discussing marriage or contraception). However, PSHE is always taught within the context of the Equality Act 2010 and the school places PSHE at the forefront of its Public Sector Equality Duty to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

### **Monitoring, Evaluation and Review**

This policy will be reviewed by the staff and governors on a two-yearly cycle.

### **Appendix 1 – Summary of Statutory Requirements**

**This is taken directly from DFE guidance.**

[Statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(July 2020\)](#)

### **By the end of primary 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



## Appendix 2: Parent form: withdrawal from sex education within RSE

### TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

### TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	