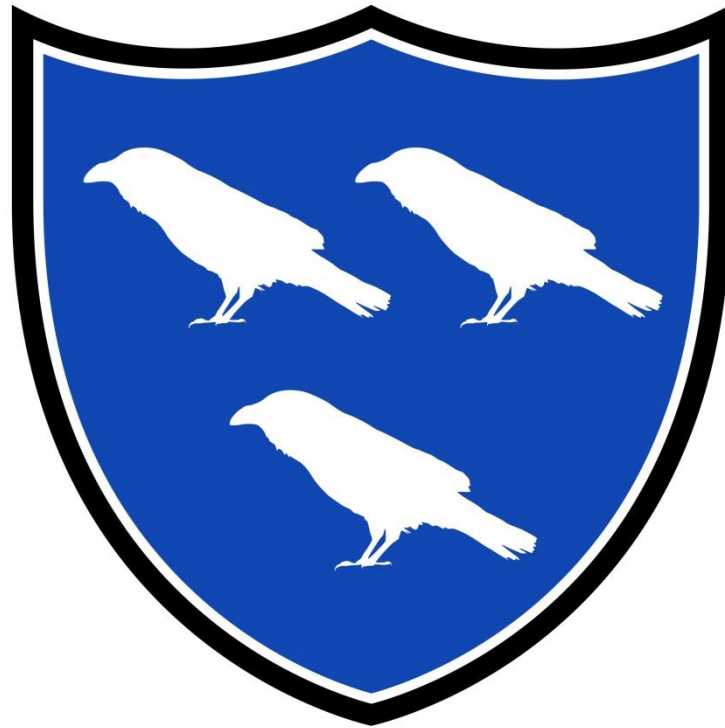


Valley Primary School



Relationships Policy

Updated: November 2020

Review Date: November 2022

Rationale

Under the school's main Curriculum Driver of Global Citizenship, it is important for pupils to develop a firm understanding of relationships in order to be ambitious and aspirational for themselves as individuals and to empower them to make a positive contribution to their community whether that be at a local, national or global level.

Today's pupils and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also poses many challenges and risks.

This policy was produced in consultation with Governors, parents, pupils and staff and looks to deliver relationship education for the whole school community irrespective of background, culture or ability. The intended outcomes of our programme of study are that pupils will:

- Know and understand both healthy and unhealthy relationships and how to seek help and support when needed;
- Understand they have a right to make choices for themselves and to be who they want to be whilst being afforded protection from laws relating to equality;
- Understand they have a responsibility to respect and value difference and to challenge bullying and discrimination in all its forms;
- Develop the skills of assessing when relationships are genuine or not and how to stay safe in the real and virtual world;
- Develop the attributes of kindness, respect, trustworthiness, consideration, truthfulness and generosity.

From September 2020, Relationships Education will be compulsory to all pupils in primary schools and parents do not have the right to withdraw their child from the set programmes of study in this subject.

Roles & Responsibilities

The school's Governing Body is responsible for the ratification of this policy and Governor representatives participated in the consultation process.

The Head Teacher is responsible for ensuring the implementation and the PHSCE Lead will oversee the sequencing of learning as well as resourcing this subject area and supporting staff in their delivery of relationships education.

Class Teachers will teach the content of this policy in their timetabled PHSCE lessons and, from time to time, will be supported by relevant external agencies.

The school recognises that parents are the first teachers of their children and that they have the most significant influence in enabling their children to grow, mature and to form healthy relationships. Parents therefore play a key role in the construction and content of this policy and it is warmly encouraged that parents accept the school's invitation to parents to come into school to discuss what will be taught and when, address any concerns and learn how best to manage conversations at home before and after pupils have received lessons on relationships at school.

Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Other documents that inform the school's Relationships Policy include:

- Education Act (1996)
- Education Act (2002)
- Equality Act (2010)
- Keeping Children Safe in Education (2019)
- SEND Code of Practice
- Valley Primary School Policies:
 - Computing & e-safety Policies
 - Anti-Bullying Policy
 - PHSCE Policy
 - Behaviour Policy
 - Health & Sex Education Policy

Curriculum Design

The planned provision outlined in this policy forms part of the school's wider curriculum in PHSCE. Lessons on relationships will also complement work undertaken in RE and Computing as well as discussions that take place in Sex Education lessons.

The planned provision for relationships education aims to be fully inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion and belief or other life experience.

Where necessary, the planned learning will be differentiated or delivered in smaller groups to allow pupils with additional needs to access this area of the curriculum.

Quality, age-appropriate resources including subject-specific books and multi-media resources will be used to support and promote understanding within relationships education and, where necessary, additions will be made to standard provision to reflect the local context.

The main learning within our relationships curriculum is outlined in the table below and overviews for learning specific to each year group can be found within the curriculum maps on the school website.

At Valley Primary School, we fully recognise that in order for an individual to build healthy relationships with others, they first need to nurture a healthy relationship with themselves. To that end, pupils at Valley spend time every term as part of their relationship education reinforcing the themes of self-esteem, identity and self-worth.

By the end of primary school, pupils should know:

Families and People Who Care for Me	▪ that families are important for children growing up because they can give love, security and stability.
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	<ul style="list-style-type: none"> ▪ 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* and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ▪ that adults can pledge a lifelong commitment to each other without the legal process of marriage. ▪ 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><small>*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</small></p>
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. ▪ that unconscious racial, gender or disability bias might influence friendship groupings. ▪ 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	<ul style="list-style-type: none"> ▪ the importance of respecting others, even when they appear to be different (for example, physically, in character, personality, ethnicity or background), 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, respect and manners both in the real world and in online relationships.

	<ul style="list-style-type: none"> ▪ the importance of self-respect and how this links to their own happiness and encouraging a healthy, respectful relationship with themselves as an individual. ▪ 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, racism and discrimination, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ▪ what a stereotype is including racial, gender and disability stereotypes, 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. ▪ that certain online behaviour is used to coerce, manipulate and groom. ▪ 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. ▪ gangs will initially use friendship and gift giving to draw in new members. ▪ 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.

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| | <ul style="list-style-type: none">▪ How images being shared on any media / platform should be of an appropriate nature and how adults should be aware of their child's digital footprint. |
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Safe & Effective Practice

Establishing a safe learning environment for lessons on relationships is of paramount importance. Staff and pupils will agree ground rules at the start of the year and these will be referred to at the beginning of each lesson on relationships.

Distancing techniques will also be used to distance the topic from individual pupils or staff members so that personal circumstances are not freely discussed which could lead to upset or embarrassment.

Each classroom will have question boxes (separate from the normal class worry boxes) where pupils can post questions before, during and after their lessons on relationships. Pupils will be taught that anonymous questions will be answered publically in front of the whole class but, where a child adds their name to a question, this indicates that they would like to receive an answer on a 1:1 basis.

Adopted Pupils

The school recognises that much of the planned provision for relationships education has the potential to provoke a vast range of emotions for pupils who have been adopted, living in a special guardianship arrangement or who are currently or previously been in care.

Class teachers must share the curriculum maps for relationships education with the parents of an adopted pupil and discuss any potential triggers which might arise and how best to manage or minimise these during and after lessons on relationships.

All pupils will learn about adoptive families as part of the planned provision on families that might be different from their own and during this teaching, pupils will be taught the importance of the appropriate vocabulary used in order to avoid upset and offence. Terminology such as birth family, forever family, birth parent / child will be taught while terms such as real parent or real / natural child / own child will be discouraged.

The school also recognises that, from time to time, adopted pupils might choose to share aspects of their life story with staff and peers. Again, the school will discuss options with the pupils' family ensuring that the interests of the child and the safety of the whole family are kept central to all decision making.

Race & Ethnicity

At Valley, we understand that the youngest of children notice and think about race. Adults often worry that talking about race will encourage racial bias in pupils but the opposite is true. Silence about race reinforces racism by letting pupils draw their own conclusions based on what they see. Schools play a powerful role in helping pupils of all ages develop positive attitudes about race and diversity and the skills and understanding needed to promote a more just future.

As part of relationships education at Valley Primary School, from the outset, pupils will celebrate ethnicity and diversity whilst also discussing and learning about the negative impact of racism and discrimination. As pupils progress through the school, they will gain an understanding of unconscious

bias in order to empower all pupils to challenge racial stereotypes and racial bias wherever they encounter it in the future.

Disability

As pupils move through their learning journey at Valley Primary School, disability in all its forms will be discussed and celebrated. Pupils will learn that people with disabilities have an equal right to safe, caring, respectful relationships and pupils in Years 5 and 6 will also learn about the role of the disability discrimination act and the role this has played in championing equality for all.

Safeguarding

Relationships education forms part of the school's wider work on safeguarding educating pupils about what is appropriate and what is not appropriate in a relationship in order to empower each individual to make safe, healthy choices regarding relationships in childhood and their adult lives.

The school recognises that discussions held during relationships lessons may give rise to disclosures of a child protection nature and any such disclosure should be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, their deputy and should be treated in accordance with the school's normal safeguarding procedures as outlined in the Child Protection Policy.

On occasions, visitors and external agencies will be invited in to support aspects of the school's relationships curriculum. Prior discussions will take place with all visitors and agencies to ensure that the content to be delivered is relevant and age-appropriate. The necessary checks will also be undertaken to ensure the work of any visitor or external agency complies with the promotion of Fundamental British Values of Democracy, The Rule of Law, Mutual Respect, Individual Liberty and Tolerance of those with different faiths and beliefs.

Transitions

Transitions are critical times in a child's development especially in terms of their relationship with self and others. At Valley, we recognise all the key transitions from Pre-School to Reception, Reception to Year 1, Key stage 1 to Key Stage 2 and Year 6 to secondary school. Alongside these, we also recognise that changing from one year group to another can be a significant step for some. To support pupils through all these transitions, we provide different strategies including transition booklets, meet the teacher events, who am I? profiles, school-to-school liaison, stay and play sessions and a mentoring service for those who need it in Year 6.

Forming friendships during transitional periods is crucial and we recognise that some pupils require strategies and opportunities to build strong friendships. We also understand that changes occur within these relationships and that these changes also provide learning opportunities for all.

Bereavement

Death and dying form a natural part of any relationship. Every child is unique and will cope with the death of someone important to them in their own way. There is no magic formula, but things that will help include:

- Clear, honest and age-appropriate information
- Reassurance that they are not to blame and that different feelings are OK
- Normal routines and a clear demonstration that important adults are there for them

- Time to talk about what has happened, ask questions and build memories
- Being listened to and being given time to grieve in their own way

Bereavement training is part of the school's induction training for staff.

Engaging Stakeholders

Parents play a fundamental role in the creation of this policy and they will also be invited to review the overall effectiveness of its implementation through surveys and other engagement events.

Specific year-group content for relationships education will be shared with all parents via the curriculum maps and parents will also be notified as to when their child will receive relationships education.

The school will also hold information events at school where parents can ask questions about the content of the planned provision and also view the resources that will be used in lessons.

The school will also look to work closely with the school healthcare team, Virtual Head Teacher and Wellbeing Service to explore ways in which they can contribute to relationships lessons at Valley Primary School.

Valley is also a member of the Personal Health Social Education (PHSE) Association and uses a range of appropriate resources to support learning on relationships.

Monitoring, Reporting & Evaluation

The school's PHSE Lead is responsible for the monitoring of provision relating to relationships education. Monitoring work such as lesson drop-ins, book looks, pupil, parent and staff voice all form part of the termly monitoring cycle at Valley.

Review Date

This policy will be reviewed every two years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.