

Relationship education policy

Relationships education was added to the National Curriculum in 2020 and became mandatory for schools to start teaching it Summer 2021.

Policy formation

The school is currently teaching much of this curriculum through its current curriculum: PSHE, Mind Up lessons, Science, PE and ICT. The school, therefore, meets the statutory requirement to start teaching this curriculum by the Summer term 2021.

Consultation has taken place with Governors and content of the curriculum shared with parents.

In primary schools, Relationship education puts in place, ***'the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.'*** (DfE statutory guidance).

Subject content:

The key aspects of the Relationships curriculum are broken in to 5 main areas:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The content of each of these areas of the curriculum is attached as Appendix 1. In addition, links have been made to what lessons are taught as part of each different curriculum subject.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others

- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Syllabus:

Luton Council has approved the use of the Christopher Winter project, to form the basis of curriculum teaching. Downside Primary School has used the Christopher Winter project as a framework – adapting and changing resources to ensure suitability for the children in our school.

Much of the Relationships curriculum is already part of the school's Science, PSHE, PE and ICT curriculum and so will be taught in whichever lesson is more relevant.

New Relationships lessons, linked to the Christopher Winter project will be predominantly taught as part of our PSHE curriculum and these specific lessons form no more than three additional lessons per year group. The three lessons may be taught at any part of the year, to ensure they fit into the flow of the curriculum.

Governors at Downside Primary School have decided that we will not teach 'sex education.' This is not mandatory for primary schools.

The Role of Parents:

As the school has decided that we will not teach any form of Sex education, parents have no rights to remove their children from any of the Relationships Education lessons.

Should parents have any concerns regarding the content of teaching, these can be explored with the class teacher or a member of the school's senior leadership team.

Teachers

Teachers will be trained in aspects of the curriculum that are new or may lead to sensitive areas being addressed. Training has been written by the Government and this will be used, alongside the school's own training, based on our materials.

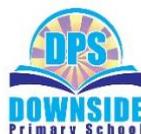
Teachers will be trained to encourage children to ask questions – but will not share their own opinions on any area which would be deemed sensitive. Teachers will instead teach the facts around the curriculum. If children have further questions / queries regarding anything linked to the curriculum, they will be encouraged to speak to their parents.

Teachers will ensure the content of lessons is suitable for all children in their class – seeking advice and support from the Inclusion Manager regarding appropriate materials for children with Special Educational Needs.

Monitoring

Lesson content has been written by the school and approved by Governors. Monitoring in school will ensure the content of planning is evident in taught lessons – although it is recognized that these lessons may not be taught as a 'block of lessons.'

This policy will be reviewed on an annual basis and presented to Governors in the Summer term – to ensure any changes can be made for a new academic year.



Relationships education - Curriculum coverage

Families and people who care for me

		Relationships education, based on Christopher Winter project	Mind up	PSHE	Science	ICT	PE
1a	that families are important for children growing up because they can give love, security and stability	R.3 1.2 3.3 6.2					
1b	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	1.2 3.3 6.2					
1c	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	1.2 3.3					
1d	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	1.2 3.3 6.2					
1e	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	6.2					

1f	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	1.2 3.3						
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Caring friendships

		Relationships education	Mind up lessons	PSHE	Science	ICT	PE
2a	how important friendships are in making us feel happy and secure, and how people choose and make friends	R.1 / R.3 6.2					All years
2b	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	4.3 6.2					All years
2c	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	R.1 4.3 6.2				Y1, Y4, Y5, Y6	All years
2d	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	R.2 4.3	Y2/Y3/Y4/Y5/Y6				
2e	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	1.2 3.2 4.3				Y2, Y3, Y5,Y6	

Respectful relationships

		Relationships education	Mind up lessons	PSHE	Science	ICT	PE
3a	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	R.3 1.1 / 1.2 2.1 / 2.2 3.1 4.3					
3b	practical steps they can take in a range of different contexts to improve or support respectful relationships	3.2 4.3 6.2					
3c	the conventions of courtesy and manners	School ethos – promoted all the time					
3d	the importance of self-respect and how this links to their own happiness	3.2 4.3 6.2	All years				
3e	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	1.1 / 1.2 4.3	All years			All years	
3f	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	3.2 4.3				All years	
3g	what a stereotype is, and how stereotypes can be unfair, negative or destructive	2.1				Y6	
3h	the importance of permission-seeking and giving in relationships with friends, peers and adults	4.3 6.2				Y3, Y4, Y5, Y6	

Online relationships

		Relationships education	Mind up lessons	PSHE	Science	ICT	PE
4a	that people sometimes behave differently online, including by pretending to be someone they are not	6.3				Y2, Y3, Y4, Y5	
4b	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	4.3 6.3				All years	
4c	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	6.3				All years	
4d	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	4.3 6.3				All years	
4e	how information and data is shared and used online	6.3				All years	

Being safe

		Relationships education	Mind up lessons	PSHE	Science	ICT	Other
5a	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	3.2 6.2 / 6.3				YR, Y1, Y6	
5b	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	2.3 3.2 6.2 / 6.3					
5c	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	2.3 3.2 6.2 / 6.3					
5d	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	1.2 3.2 / 3.3 6.2 / 6.3	2.5/3.5/4.5/5.4/5.5/6.4			Y3	
5e	how to recognise and report feelings of being unsafe or feeling bad about any adult	1.2 6.2 / 6.3	2.5 / 3.5 / 4.5/5.4/5.5/6.4				
5f	how to ask for advice or help for themselves or others, and to keep trying until they are heard,	3.2 / 3.3				Y6	
5g	how to report concerns or abuse, and the vocabulary and confidence needed to do so	2.3 3.2 /3.3				Y6	
5h	where to get advice, for example family, school or other sources	3.3					

Mental wellbeing

		Relationships education	Mind up lessons	PSHE	Science	ICT	Other
6a	That mental health is a normal part of daily life, in the same way as physical health	4.2 5.3	All years				
6b	That there is a normal range of motions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	R.1 / R.2 1.1 /1.2 4.2 5.3	All years				
6c	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	R.1 / R.2 1.1/ 1.2 4.2 5.1 / 5.3 6.1	All years				
6d	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	4.2 5.1 / 5.3 6.1	Y2/Y3/Y4/Y5/Y6				
6e	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	5.3	All years				All years
6f	Simple self – care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	4.2 5.1/ 5.3 6.1	All years				
6g	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	R.1 6.1	Y2/Y3/Y4/Y5/Y6				
6h	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	6.2 / 6.3				All years	
6i	Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to	6.1 / 6.2 / 6.3	All years				

6j	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	6.1	All years				
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Internet safety and harms

		Relationships education	Mind up lessons	PSHE	Science	ICT	Other
7a	That for most people the internet is an integral part of life and has many benefits					All years	
7b	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online in their own and others' mental and physical wellbeing					All years	
7c	How to consider the effect of their online actions on other and know how to recognise and display respectful behaviour online and the importance of keeping personal information private					All years	
7d	Why social media, some computer games and online gaming, for example, are age restricted.					All years	
7e	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health					All years	
7f	How to be a discerning consumer of information online including understanding that information, including that from search engines is ranked, selected and targeted					Y2 - Y6	
7g	Where and how to report concerns and get support with issues online.					All years	

Physical health and fitness

		Relationships education	Mind up lessons	PSHE	Science	ICT	Other
8a	The characteristics and mental and physical benefits of an active lifestyle.				5.3		All years
8b	The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.				2.2 5.3		All years
8c	The risks associated with an inactive lifestyle (including obesity)				6.3		All years
8d	How and when to seek support including which adults to speak to in school if they are worried about their health						All years

Healthy eating

		Relationships education	Mind up lessons	PSHE	Science	ICT	Other
9a	What constitutes a healthy diet (including understanding of calories and other nutritional content)				1.3 2.2 3.1 4.3 5.3 6.3		All years
9b	The principles of planning and preparing a range of healthy meals				2.2 3.1 4.3 5.3		All years
9c	The characteristics of a poor diet and risks associated with unhealthy eating (including for				2.2 3.1		All years

	example, obesity and tooth decay) and other behaviours (e.g the impact of alcohol on diet and health)				4.3 5.3 6.3		
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Drugs, alcohol and tobacco

		Relationships education	Mind up lessons	PSHE	Science	ICT	Other
10a	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				6.3		

Health and prevention

		Relationships education	Mind up lessons	PSHE	Science	ICT	Other
11a	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body						
11b	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				3.3		
11c	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				2.2 6.3		All years
11d	About dental health and the benefits of good oral hygiene and dental flossing, including regular checks ups at the dentist				2.2 3.1		
11e	About personal hygiene and germs including bacteria, viruses , how they are spread and treated and the importance of handwashing				2.2 5.2		

11f	The facts and science relating to allergies, immunisation and vaccination				5.2 NOT ALLERGIES		
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Basic first aid

		Relationships education	Mind up lessons	PSHE	Science	ICT	Other
12a	How to make a clear and efficient call to emergency services if necessary						Year 5 - PE
12b	Concepts of basic first-aid, for example dealing with common injuries, including head injuries						Year 5 - PE

Changing adolescent body

		Relationships education	Mind up lessons	PSHE	Science	ICT	Other
13a	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	4.1/ 4.2 5.1 / 5.2 / 5.3 6.1			Year 6		
13b	About menstrual wellbeing including the key facts about the menstrual cycle.	4.1/ 4.2 5.1 / 5.2 / 5.3 6.1			Year 6		