

Relationships Education & PSHE Policy

Gayton Junior School



Manager:	Mrs J Hill
Date Adopted:	Summer 2023
Date for review:	Summer 2024

Parties involved in the policy's development and consultation:

- PSHE and Relationships Education Leaders
- PSHE Leaders from Ridgeway Infant and Derby Moor Academy (KS1 and KS3 feeder schools)
- Parents contributing feedback and views about Relationships Education
- Governing Board
- Gayton School Staff

This policy reflects the DfE Relationships Education statutory guidance (2019) and guidance from the PSHE Association. All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the school's website. Hard copies will also be available via the school office.

Aims

The overall aim of Relationships Education is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict, keep themselves safe and learn how to recognise and avoid exploitation and abuse.

Relationships Education provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children - this also includes marriage and civil partnerships
- better understand their emotions and positive mental health
- learn how to keep themselves safe and who can help them
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

Content of the Schools' Relationships Education Programme

The DfE Relationships Education statutory guidance sets out what children should know by the end of their time at junior school (see Appendix A). At Gayton, Relationships Education will be taught mainly as part of our PSHE scheme of work. Children are taught in classes by a member of school staff, usually the class teacher. Other aspects of the programme are taught through our SMSC work on Citizenship or through PE or Science. Many aspects of the programme are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child. An outline of the content of our programme of work for PSHE, including Relationships Education, can be found in Appendix B and Programmes of Study can be found on the school website.

- Mental health and wellbeing is woven throughout the scheme of work, with some lessons focusing on this specifically and others through discussion of thoughts and feelings in relation to other objectives.
- Relationships Education is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- Ground Rules are used in all PSHE and Relationships Education lessons.
- Pupils have access to Worry Boxes in the Upper and Lower School corridors if they wish to speak in confidence to their class teacher or our Learning Mentor following any PSHE or Relationships Education lessons.
- Resources used are flexible in order to meet the needs of the pupils and curriculum. Where possible, visitors or books are used to further engage children to certain topics.
- Lesson activities focus on discussion and group work, allowing them to be accessed by all children, including those with SEND.
- Correct medical vocabulary will be used throughout the Relationships Education and PSHE curriculum.
- Relationships Education is taught using a variety of methods that further pupils' understanding. These include: circle time, active teaching and learning, role play/scenarios, Learning2Learn or Talk4Learning activities and discussions.
- External agencies are invited to support the delivery of Relationships Education. These include: the Fire Service, the NSPCC, Flat Stan First Aid and the local community police.
- External agencies and visitors are familiar with and understand the school's Relationships Education policy and Education Child Protection policy and work within these documents' guidelines.
- All input to Relationships Education lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Parental Involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and Relationships Education programme. Parents are provided with the opportunity to find out about and discuss the school's programme during policy consultation meetings/opportunities, the school website and an open-door policy. Parents will also be made aware of when lessons on Changes and Puberty are to be taught. To promote effective communication and discussion between parents and their children we notify parents through the school website about when particular aspects of Relationships Education will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parental rights to withdraw their children

Following discussions with Derby Moor Academy, where the majority of our pupils move after Year 6, we have taken the decision not to include any specific Sex Education in our Relationships Education Programme beyond that which is covered as part of the Key Stage 2 Science Curriculum and the guidance in the DfE Relationships Education (2019) document. This covers life cycles of humans and the changing adolescent body, including physical and emotional changes. Life Cycles is taught as part of the Year 5 Science Curriculum and our Year 5 girls and all Year 6 children take part in the changing adolescent body lessons. **As these aspects are part of the National Curriculum, children cannot be withdrawn from these lessons.** Discussions may take place between parents of children with SEND needs and the school SENCO if it is deemed children are not emotionally mature enough to access the content of the Year 6 curriculum so that we can ensure these lessons are adapted and can be accessed by the child.

How the school responds to specific issues related to Relationships Education

Answering Difficult Questions

Staff are aware that views around Relationships Education related issues are varied. However, while personal views are respected, all Relationships Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal Relationships Education issues arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) if they are concerned or believe any pupil to be at risk.

Ground Rules

Relationships Education is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the Relationships Education work, in addition to those already used in the classroom (see Appendix C).

Inclusion & Equal Opportunities

The Relationships Education policy reflects and is in line with the school's equality duty and the school ensures that the Relationships Education teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT+). Inclusive Relationships Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and will promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE,2014b). Schools have a legal duty to promote equality (Equality Act,2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

The Programmes of Study for each year group seeks to challenge negative stereotyping around the protected characteristics and aims to address these at a level which is age-appropriate to the children in each year group. As a school, we act quickly to dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which sets out our expectations of pupils.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. Relationships Education discussions may prompt a pupil to disclose about related incidents; for example, neglect or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, they should discuss this with the DSL who takes action as outlined in the Education Child Protection policy. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

How the Relationships and Sex Education Programme is Monitored, Evaluated and Assessed

We ensure that all pupils have equal access to the Relationships Education programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress throughout the year, based on their input during discussions, task outcomes, questioning and observations.

At the end of the year, each year group reviews the Relationships Education programme they have implemented and pass on any comments to the Relationships Education leader as part of the monitoring cycle. A random selection of pupils is interviewed and the Relationships Education programme is reviewed, taking into account the feedback from teaching staff, pupils and, where necessary, parents. Governors remain ultimately responsible for the policy.

Links to other policies and advice

This policy is supported by, but not limited to:

Equality Duty

Behaviour Policy

Health and Safety Policy

Education Child Protection Policy

Mental Health & Wellbeing Policy

Visits & Visitors Policy

Confidentiality Policy

Anti-bullying Policy

Intimate Care Policy

Relationship and Sex Education Guidance (2019) – DfE

Review of This Policy

The first review for this policy will be in 2023, in line with the first review of the statutory Relationships Education guidance (2019). Following that, this policy will be reviewed every two years and updated should any new findings arise from educational research, local or national guidance.

Theme	By the end of KS2, children should know:
Families and people who care for me	<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. • 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 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. • 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 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.

Theme	By the end of KS2, children should know:
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. • 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. • 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.

Theme	By the end of KS2, children should know:
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • 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.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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 on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Theme	By the end of KS2, children should know:
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 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. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix B

Whole School PSHE Programme

	Year 3	Year 4	Year 5	Year 6
Autumn	School Rules Stress Safe Speak – NSPCC Assembly Similarities and Differences Stereotypes Discrimination Remembrance Anti-Bullying Anti-Social Behaviour	Working Collaboratively Feelings Safe Speak – NSPCC Assembly Similarities and Differences Stereotypes Discrimination Remembrance Anti-Bullying Human Rights	Physical, Mental & Emotional Health Safe Speak – NSPCC Assembly Similarities and Differences Stereotypes Discrimination Remembrance Anti-Bullying Human Rights Disputes and Conflict Puberty and the Changing Adolescent Body (Girls)	Physical, Mental & Emotional Health Safe Speak – NSPCC Assembly Keeping Healthy – Bacteria & Viruses (Science) Stereotypes Listening to Others’ Views (Topic) Dares Remembrance Anti-Bullying Human Rights Managing Feelings
Spring	Mindfulness Taking Risks Drugs Road Safety Online Safety First Aid People Living in Other Places – Comic/Sport Relief	Setting Goals Who Keeps Me Safe? Drugs Screen Time First Aid People Living in Other Places – Comic/Sport Relief	Online Safety Drugs First Aid People Living in Other Places – Comic/Sport Relief	Managing Money Alright Charlie – Safeguarding/Grooming Drugs Reliability Online Fire Safety First Aid People Living in Other Places – Comic/Sport Relief
Summer	Sun Safe Assembly My Family Healthy Family Life Friendships Healthy Minds, Healthy Bodies	Sun Safe Assembly My Family Respect Friendships Healthy Minds, Healthy Bodies Changes – periods My Personal and Private Body Parts and Keeping Safe Body Care	Sun Safe Assembly Healthy Living (PE) Healthy Minds, Healthy Bodies Puberty and the Changing Adolescent Body Body Care	Sun Safe Assembly Mobile Phones Online Safety Strategies Sleep Keeping safe – safe and unsafe touch Body Care

Appendix C

Ground Rules

- We will always respect everyone in the group.
- We will be sensitive to everyone's different backgrounds, needs and experiences. We will keep everything that is discussed during the lesson confidential.
- We will keep people's names out of our discussions.
- We know that there are no wrong answers – everyone is there to learn.
- We know that we don't have to answer or discuss things we don't want to.
- We know that this lesson is a safe space.
- We will treat others as we wish to be treated.