**Holden Clough Primary School**

Relationship Education Policy



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# **Statement of intent**

At Holden Clough Primary we understand the importance of educating pupils about families and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

Relationship Education (RE) needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens.

The DfE’s guidance, ‘Sex and Relationship Education Guidance’, defines this programme as: “Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health.”

The programme will be taught objectively and does not intend to promote any form of sexual orientation. However Relationship Education absolutely must be inclusive and relevant.

The following points are just some of the features of contemporary society which need to be acknowledged:

* Some parents/carers are in same-sex relationships;
* Some children are adopted;
* Some children have special educational needs or disabilities and may have different concerns and questions from their peers;
* There are many different family structures;
* Some children may live with domestic violence;
* Some children may already ‘feel different’ about their sexuality;
* Children of primary school age are known to have participated in ‘sexting’;
* The age at which some children reach puberty is as young as 9 (year 4 or 5);
* Religious and cultural differences need to be accommodated;
* Access to pornography and harmful material is easier than ever;
* The illusion of the perfect body still persists in the media and pressurises young boys as well as young girls.

**Aims and objectives**

The relationship programme is an opportunity for pupils to:

* Develop an understanding of sex, sexuality and relationships.
* Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

* A range of values and moral issues including the importance of family life.
* The biological facts related to human growth and development, including reproduction.
* The importance of healthy relationships.

# **Legislation**

Maintained schools are required to have an up-to-date policy on RE. For Academies, there is no official requirement; however, if there is a policy, it should be produced with regard to statutory guidance.

* 1. This policy will be compliant with the following guidance:
* DfE ‘Sex and Relationship Education Guidance’ 2000
* DfE ‘Science programmes of study: key stages 1 and 2’ 2013
* PSHE Association Guidance 2019
* DfE Relationship and Health Education Guidance July 2019
* Children’s Act 1989
* Equality Act 2010
* Education Act 2011

**2.2. Meeting Requirement**

Under the Education Act 2002/ Academies Act 2010 all schools must provide a balanced and broadly- based curriculum which:

Promotes the spiritual, moral, cultural mental and physical development of pupils

at the school and of society.

Prepares pupils at school for the opportunities, responsibilities and experiences of later life.

Relationship Education is set within the wider legislative context – The 2006 Education and Inspections Act laid duty on Governing Bodies to ‘promote the wellbeing of pupils at the school’. The duty came in effect in 2007.

We welcome our duties under the Equality Act 2010 that we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

2.3. See also the Common inspection framework: education, skills and EarlyYears from September 2015.

2.4. See 04/04/17 amendments to the Children and Social Work Bill about Mandatory Relationship Education in Primary Schools by 2019.

2.5. See OFSTED Exploring the school’s actions to prevent Homophobic and Transphobic bullying – all age groups September 2013 ref no 120181.

2.6. Related policies:

Anti-Bullying Policy

Behaviour Policy

Child Protection and Safeguarding Policy

Curriculum Policies (PSHE, Science)

E-safety Policy

Inclusion Policy

# **Organisation of the programme**

* 1. The relationship education programme will be developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator, in accordance with DfE recommendations.
  2. The majority of the programme will be delivered through personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum.
  3. At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils’ ages.
  4. Elements of the topics for key stage 1 and 2 are statutory in accordance with the [science national curriculum](#O) and therefore must be taught.

# **Key stage 1**

* 1. Pupils in Year 1 are taught:
* About the different ways in which they have changed since they were a baby, including the changes to their bodies.
* Biological names for various body parts including penis, vagina, testicles and breasts.
* The different words families may have for these body parts.
  1. Pupils in Year 2 are taught:
* To match the correct body parts to a male and female.
* To learn which parts of the body are private and should not be touched, and who they can talk to if they are worried or upset about something.
* The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
* About the lifecycle of animals and humans who reproduce and produce off spring which grow into adults.
* About the cycle of life and the process of aging and the fact that this cannot be controlled.

# **Key stage 2**

* 1. Pupils in Year 3 are taught:
* About the importance of relationships, focussing on the development of friendships.
* About the importance of hygiene and looking after our bodies.
* About stereotypical ideas regarding parenting and family roles.
  1. Pupils in Year 4 are taught:
* To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
* About ‘self-image’ and the idea that how they see themselves is not necessarily how others see them.
* The importance of looking after themselves physically and emotionally.
* About the importance of relationships, focussing on the development of friendships.
  1. Pupils in Year 5 are taught:
* That women have babies and that in most animals, it is also the female that has babies.
* About the way a baby grows in its mother’s uterus.
* About the word “puberty”, and that this is used to explain when a child’s body turns into an adult.
* That puberty is necessary in order for the body to be able to make babies.
* Key facts about the menstrual cycle including what an average period is.
* About the range of menstrual products there are for girls / women to use.
* About the implications of the menstrual cycle on emotional and physical health.
* That girls begin periods once they have entered puberty and that this is a natural process necessary to being able to one day make a baby.
* That living things can produce off spring of the same kind and that characteristics are passed on from parents to their off spring.
* More about how girls’ and boys’ bodies change during puberty, including how they might feel about these changes (emotional health).
* To recognise the changes as humans develop into old age.
* About ‘self-image’ and the idea that how they see themselves is not necessarily how others see them.
  1. Pupils in Year 6 are taught:
* About different situations and scenarios represented in the world around them (e.g. same sex parents).
* That attraction to others of the opposite or same sex is a natural part of growing up.
* The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.
* About different situations and scenarios represented in the world around them (e.g. same sex parents).
* That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.
* That forcing anyone to marry is a crime; that there is support to protect and prevent people being forced into marriage and to know where to get support for themselves or others.
* About what terms such as “gay” mean, as and when these terms arise.
* The biological terminology used to describe changes in boys’ and girls’ bodies as they go through puberty.
* That having a baby is a choice which responsible adults make when they are with someone they love.
* Strategies for the development of positive self-image and self-esteem.
* To know that are some cultural practices which are against British Law and universal human rights such as Female Genital Mutilation (FGM)
* About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as Domestic Violence, Female Genital Mutilation (FGM) constitutes as abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.
* To use their knowledge to answer questions their peers may have about getting older.
* To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
* That the legal age for sexual consent is 16.
* Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of these with others.
* How to manage requests for images of themselves or others and their distribution. What is appropriate to ask for and share; whom to talk to if they feel uncomfortable or are concerned by such a request.
* About what to expect in secondary school and to discuss any worries that they might have about this transition. This reflects the fact that it is precisely during this transition that physical, emotional and social changes occur. With this comes a difficulty in knowing what to teach and where to stop. Children seem to grow up quickly during this period, and will be subject to pressures the likes of which they will probably not have experienced before. Therefore, children should be appropriately prepared for just such a transition, armed with a healthy balance of:

o knowledge and respect;

o self-confidence and assertiveness;

o communication skills;

o an appreciation of the value of family life (taking into consideration and being sensitive to the possible complex and varied family backgrounds and structures).

* 1. During Year 5 and 6 classes, pupils may be taught in smaller groups dependent upon the nature of the topic being taught. Where possible the designated school nurse, PSHE co-ordinator will also lead / attend these sessions.

# **Training of staff**

* 1. All staff members at the School will undergo training to ensure they are up-to-date with the relationship education programme.
  2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as ‘sexting’, which may need to be addressed in relation to the programme.
  3. Training of staff may be online (Online Safety Hub or Zoom / Teams) or face to face.
  4. The PSHE co-ordinator will attend Trust and Tameside network meetings and relevant training to keep updated on new initiatives, support and guidance.

# **Delivery of the programme**

* 1. Holden Clough Community Primary school will follow the Dimensions 3D PSHE scheme as well as some lessons from the Tameside RE scheme of work if needed.
  2. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
  3. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
  4. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
  5. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the School’s E-safety Policy, and Acceptable Terms of Use Agreement.
  6. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
  7. Teachers will ensure that pupils’ views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
  8. Teachers will focus heavily on the importance of healthy relationships and marriage, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
  9. The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.
  10. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
  11. At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and when will be shared on class newsletters and Dojo. Content may also be sent home via Dojo so parents/carers are aware of the learning taking place.
  12. External experts may be invited to assist from time-to-time with the delivery of the relationship education programme, but will be expected to comply with the provisions of this policy.

# **Working with parents**

* 1. The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.
  2. The school will ensure that no teachers express their personal views or beliefs when delivering the programme.
  3. Parents/carers will be consulted about this policy and curriculum content through parent meetings, working parties to discuss changes and half termly newsletters.
  4. The school respects the legal right of parents/carers to withdraw their child from all or part of the relationship education programme, except for those statutory parts included in the science national curriculum.
  5. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in [Appendix 2 – Science national curriculum.](#O)

# **Equal opportunities**

* 1. The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.
  2. The school is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

# **Confidentiality**

* 1. Confidentiality within the classroom is an important component of relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
  2. Teachers must, however, alert the Safeguarding Lead and Headteacher about any suspicions of inappropriate behaviour or potential abuse as per school’s Child Protection Policy.

# **Bullying incidents**

* 1. The school has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
  2. Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.
  3. These incidents will be dealt with following the process in our Anti-bullying and Harassment Policy. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

# **Monitoring and review**

* 1. This policy will be reviewed by the headteacher in conjunction with the PSHE coordinator on an annual basis.
  2. Any changes needed to the policy, including changes to the programme, will be implemented by the headteacher.
  3. Any changes to the policy will be clearly communicated to all members of staff involved in the relationship education programme.

**Relationship Education at Holden Clough Primary School Primary**

At Holden Clough, we follow the Dimensions 3D PSHE scheme and the Tameside Sex and Relationship Scheme (if needed).

We cover objectives through a variety of different ways; we may cover them in stand- alone lessons, through theme days and weeks such as National Diversity Day, Anti-Bullying Week (Friendship Week), Children’s Mental Health Week, Diversity Week (Rainbow Day), Internet Safety Day / Week and Health Week as well as through the Science curriculum or PSHE lessons. External agencies may also be used to deliver lessons.

The outline below shows an overview of where the lessons are covered and how they build on the previous year.

|  |
| --- |
| Year 1 |
| People who care for me / Love Support / Care (my family) |
| Body parts (name) |
| Special people in our community |
| Different relationships / positive relationships |
| My special people / Family and friends |
| Characteristics of Friendship (Kindness, Trust, Courtesy, Manners, Respect, Generosity) |
| Different types of bullying / impact on others |
| Identify and respect similarities and differences |
| Communication/ Feelings / Views |
| Fair / Unfair Right / Wrong |
| Year 2 |
| Rules for keeping safe |
| Keeping myself and others safe |
| Communities-different families |
| Communication / Secrets / Respecting others viewpoints/ feelings / opinion |
| Friendships / Boundaries / Different types of Bullying / Teasing / Seeking help |
| Building upon fair / unfair and right / wrong |
| Image sharing |
| Difference and body parts |
| Life cycle of humans and animals |
|  |
| Year 3 |
| Feelings |
| Online Safety (making friends online) |
| Is it safe? |
| Body language |
| Touch |
| My body |
| Families (respecting differences) |
| Friendships / Falling out / Listening |
| Stereotypical ideas (roles / parenting) |
| Shared Goals |
| Puberty (before puberty-changing in appearance-you’ve grown) |
| Year 4 |
| Puberty (changing in appearance) |
| Self-image / Self Worth |
| Stereotypes |
| Bullying |
| Appropriate touch |
| Importance of relationships / Expressing opinions / Offering advice |
| Physical and emotional health |
| Online bullying / relationships |
| Breaking down barriers (equality, diversity, cohesion) |
|  |
| Year 5 |
| Digital World / Keeping safe online -social media |
| Puberty (changes-emotional and physical health) |
| Puberty – boys and girls |
| Human Reproduction |
| Families and relationships |
| Personal boundaries |
| Diversity / Equality/Protected Characteristics |
| Image sharing |
| Peer pressure |
| Self-image |
| Looking out for others |
|  |
| Year 6 |
| Identity including sex, gender, sexual orientation |
| Consent |
| Healthy relationships |
| Marriage and civil partnership |
| Forced marriage |
| Self-image and self-esteem / Mental well-being |
| Unhealthy relationships |
| Our diverse world |
| Peer on peer abuse |
| Keeping safe online (making friends online) |
| Sexting |
| FGM (if appropriate) |
| Transition changes (secondary school) |

|  |  |  |  |
| --- | --- | --- | --- |
| Signed by: | | | |
|  | Headteacher | Date: |  |
|  | Chair of governors | Date: |  |

# **Appendix 1 – Letter to parents/carers**

Holden Clough Primary

St Albans Avenue

Ashton under Lyne

OL6 8XN

Dear Parent/carer,

**RE: Sex and relationship education at Holden Clough Primary**

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a sex and relationship education programme.

At Holden Clough Primary we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school’s Sex and Relationship Education Policy, which can be accessed on our school website, or in hard copy via our school office.

Though schools must provide sex and relationship education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore as parents/carers, you are entitled to request that your child be removed from sex and relationship education lessons.

Such requests should be submitted to myself, the headteacher, who will discuss this with you and your child’s teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of another teacher or teaching assistant.

If you have any concerns or queries about your child’s participation in these lessons, please do not hesitate to contact either myself or your child’s class teacher to discuss these.

Yours sincerely,

Faik Kordemir

Headteacher

# **Appendix 2 – Science national curriculum**

In accordance with the DfE’s ‘Sex and Relationship Education Guidance’ 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

|  |  |
| --- | --- |
| **Key stage** | **Pupils must be taught:** |
| Key stage 1 | * That animals, including humans, move, feed, grow, use their senses and reproduce. * To recognise and compare the main external parts of the bodies of humans. * That humans and animals can produce offspring, and they grow into adults. * To recognise similarities and differences between themselves and others. * To treat others with sensitivity. |
| Key stage 2 | * That nutrition, growth and reproduction are common life processes for humans and other animals. * About the main stages of the human life cycle. |
| Key stage 3 | * That fertilisation in humans is the fusion between the egg and sperm. * About the physical and emotional changes that take place during adolescence. * How the foetus grows and develops. * How the growth and reproduction of bacteria and viruses can affect health. |
| Key stage 4 | * The way in which hormonal control occurs, including the effects of sex hormones. * The medical uses of some hormones, including the control of fertility. * The defence mechanisms of the body. * How sex is determined in humans. |