



The Quinta Primary School

Relationships Education Policy

- Everyday Excellence
- Authentic Care
- Independence
- Opportunity

Approved by:	Teaching and Learning Committee: 24.9.20 Headteacher: Chair of Governors:
Last reviewed on:	June 2023 by S.Stones
Next review due by:	September 2023

Changes since last review

June 2020	New policy introduced
September 2021	Reformatted
June 2023	Hyperlink to PHSCE curriculum added. Curriculum links added. Added the link to the RSE Department of Education document.

Aims

At The Quinta, we believe that studying PHSCE (Personal, Health, Social, Citizenship Education) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives in today's world. We pride ourselves on instilling core values in our pupils whereby they become tolerant, respectful and resilient young people. Please refer to our PHSCE policy for more information on this.

Relationships education is just one aspect of our broad and rich PHSCE curriculum and relates to learning including: anti-bullying; keeping safe on and off line; keeping physically and mentally healthy; and the development of skills and attributes such as communication, managing peer pressure, risk management, resilience and decision making. In terms of learning about online relationships, this is done through both PHSCE and computing.

Under the new guidance issued by the DfE, as of September 2020, Relationships Education at primary school is compulsory. We want relationships education to be inclusive, age-appropriate and delivered with our children's social-emotional and personal development our main priority.

What is covered and when?

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Relationships education will take place at different points in the academic year throughout different strands of PHSCE. Relationships education does not include sex education or health education. Please refer to our policies on these subjects for more information.

Throughout the school year the PHSCE curriculum is as follows:

Identity, Society and Equality	Autumn 1
Financial Wellbeing	Autumn 2
Keeping Safe and Managing Risk (including anti-bullying)	Spring 1
Keeping Safe and Managing Risk (including anti-bullying)	Spring 2
Mental and physical wellbeing	Summer 1
Mental and physical wellbeing	Summer 2

The following statutory areas are covered in PHSCE lessons ensuring that as a school we meet government requirements and legislation. Please Appendix 1 for more detailed information on each of these areas.

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

We teach PHSCE (which includes relationships education) through a range of inclusive, engaging and age appropriate activities. Some examples are included below.

We also use a range of high quality texts to promote discussions and introduce topics and ideas. We also plan our lessons using specialist resources used across Cheshire and the UK. These are the No Outsiders approach and the Christopher Winter Project.

Teaching strategies

Teaching strategies

Storyboards

Pupils can make their own storyboards or be asked to finish one that is already started. They can consider the outcomes or a situation and discuss what would happen to give it happy/not so happy ending.

Sentence starters

Pupils are given the beginning of a sentence to complete. This could be an oral or written activity and could be completed as individuals, pairs or small groups.

Role play

Pupils act out a situation (such as a disagreement between friends) and pupils watching share suggestions for what they might do or offer insights into the situation.

Quiz

- Pupils are given statements and must choose whether it is true / false/ depends.
- Pupils are given a question or statement with three possible responses and must choose the correct one.
- Pupils are asked to give a correct response for each question asked.

Draw and write

Teacher reads pupils the outline of a story or a description of a person/event. The teacher pauses at particular sections to enable pupils to draw or write about what they think is happening, what the characters are thinking, or to provide detail about a certain aspect. Collate these responses to understand where pupils are with their understanding/attitude.

Teaching strategies

Corners

Place large labels in different corners of the classroom. The teacher reads aloud statements and children move to the card that best fits their viewpoint/what they think is the 'right' answers.

Brain dump

Pupils (or the teacher) write down as many words as possible about a particular issue or topic. Then when everything is written down, the words are categorised, discussed and explored.

Case study

Give pupils a description of a character. These could be presented as a problem page/an email/a whatsapp etc. Pupils are asked to discuss how they think the character is feeling and respond to them, giving an idea of what the character could do next.

Concept cartoon

Pupils are given a picture/visual representation of an everyday situation with characters showing their thoughts/speech. Pupils discuss the situation and offer their own viewpoints.

Diamond 4/diamond 9

Pupils generate (or are given) four or nine cards with words or statements each relating to a key theme. Pupils rank the cards into a diamond shape, in order of importance, prioritising some points and highlighting where some have equal status. Usually completed in small groups, the aim is for the pupils within the groups to come to a consensus or agreement.

Right to withdraw

As of September 2020, the government outlines that parents will only have the right to withdraw from sex education as this is the only part of the curriculum that is recommended but not statutory at primary level.

Therefore, all relationships education is statutory. Part of the Equality Act 2010 outlines that as a school we do not discriminate on any basis including: race, sexual orientation, gender and religion or disability. See Appendix 2 for frequently asked questions around this and PHSCE and RSE.

Supporting SEND pupils

As far as is appropriate, pupils with special educational needs should follow the same PHSCE and RSE education programme as all other students. Careful consideration is given concerning the level of adaptation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required and if appropriate.

Curriculum Links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PHSCE** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions, pupils learn about respect and difference, values and characteristics of individuals.

Appendix 1 - Statutory Objectives

Statutory Relationships Objectives

(The following is taken directly from the [Department of Education's Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) document)

Families and people who care for me

- 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 other people's 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

- 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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

- The importance of respecting others, even when they're 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 cyber-bullying), 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

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've never met
- How information and data is shared and used online

Being safe

- 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources).

For a further breakdown for specifically which objectives are covered in which year group, please see the PHSCE curriculum.

[PHSCE Curriculum 2022/23](#)

Appendix 2

Frequently asked questions

1. What is the difference between relationships education and sex education?

Relationships education is teaching the fundamental building blocks of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with children being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the beginning of primary school, building on early education, children are taught how to take turns; how to treat each other with kindness, consideration and respect; the importance of honesty and truthfulness; permission seeking and giving; and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical contact – these are the forerunners of teaching about consent. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet.

Sex education ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

2. What is the school doing about LGBTQ?

Learning about other family structures is statutory as part of relationships education from September 2020 and parents cannot legally withdraw their children from this. This is part of the Equality Act 2010 which states that all people are included, accepted and respected in society. This is clearly exemplified through the objective which states that children must learn about the ideas of stereotypes and prejudice and how harmful this can be. One of the groups who are subject to prejudice are LGBTQ people and it is important that children understand the importance of valuing everyone.

As a school, we want to promote tolerance and instill the values of acceptance and respect in our pupils. Being aware of other family structures allows children to understand the world they live in and is integral to building supportive and respectful communities. This will be done respectfully as a school and is simply about children understanding that families may look different but are all equally special and loving.

3. How will relationships education be taught?

You will have seen lots of how we teach relationships education through our PHSCE lessons and computing lessons on Seesaw already and we pride ourselves on these two subjects and the many methods we use to engage children. We use a range of books, topics for discussion, scenarios, group and partner work and discussion to teach PHSCE (and therefore relationships education) in an accessible, engaging and relevant way.

4. What is the 'right to withdraw' and when does it apply and not apply?

Right to withdraw is the ability for a parent or guardian to withdraw their child from a lesson. From September 2020, all aspects of relationships and health education will be statutory for primary school children, therefore parents do not have the right to withdraw their child. As sex education is not yet statutory in primary schools, parents can withdraw their child from these sessions (which currently have only one lesson in Y6). Parents will

be given clear guidance at the start of the academic year about what will be covered in those sessions and in health education (where it pertains to puberty) and it will be made clear which learning constitutes sex education and the opportunity to withdraw their child from these sessions will be given.

5. How will parents and governors be consulted on this policy?

A consultation was held with school governors and parents were invited to attend a consultation (both summer 2020). All parties were invited to give feedback. This was positive and the slides from that consultation have remained on the school website for parents and guardians to access.