

# Medlock Primary School



## Relationships Education Policy

**Ratified: March 2023**  
**Review: March 2024**

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## **1. Aims**

The aims of relationships education at Medlock Primary School are to:

- Provide a framework in which sensitive discussions can take place:
- Help pupils develop feelings of self-respect, confidence and empathy:
- Create a positive platform for open discussions about the nature of relationships, their purpose and the roles taken in them:
- Understand and recognise the many forms a relationship can take:
- Understand all relationships are mutual and consensual:
- Place relationships within the context of the Medlock School Expectations:
- Discuss relationships within the context of the 5 British Values.

## **2. Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Medlock Primary School we teach Relationships Education as set out in this policy.

## **3. Policy development**

Our curriculum scheme of work predominantly follows the PSHE Association curriculum, which is supplemented by three discrete relationships sessions from the Manchester IMatters scheme which follows the Manchester Healthy Schools' IMatters curriculum. It outlines the ages in which aspects of relationship and sex education is taught ensuring that it is age appropriate. The IMatters curriculum was written to reflect the diverse and inclusive community that is the City of Manchester. The policy was shared with governors before ratification.

## **4. Definition**

We define 'relationships education' as learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives with particular reference to friendships, family relationships and relationships with other children and adults.
- Respect for others in terms of understanding their and others' boundaries in play.
- How to stay safe on and offline in the digital world in which they live.

- About emotional and mental wellbeing including how relationships can support emotional wellbeing.

We define 'sex education' as enabling children and young people to acquire knowledge about the body, reproduction and how a baby is made.

This will include learning about:

- The main external parts of the body.
- The human body and how it changes from birth to old age (including puberty)
- Reproduction in some plants and animals.

Pupils will be taught about diversity. This will include:

- Identifying similarities and differences between people.
- Recognising and celebrating diversity within our communities.
- Describe different groups to which we are part of in our communities.
- Demonstrating respect for difference and communicating this to others.

When pupils are taught about gender roles they will cover the following topics:

- Identifying gender stereotypes
- Defining the meaning of terms 'stereotype' and 'discrimination'
- Reflecting on what they feel about difference and that different things contribute to identity.

All pupils will be taught to:

- Respect and value similarities and differences.
- Recognise that we are all equal and that it is acceptable to be different.
- Understand who to speak to when they need support, have at least one trusted adult in school that they can name and go to for support.

Our agreed definition of the differences between 'gender' and 'sex' are based on the UK government's definition, the UK government defines sex as:

- referring to the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions
- generally male or female
- something that is assigned at birth.

The UK government defines gender as:

- a social construction relating to behaviours and attributes based on labels of masculinity and femininity; gender identity is a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth

- where an individual may see themselves as a man, a woman, as having no gender, or as having a non-binary gender – where people identify as somewhere on a spectrum between man and woman.

## **5. Curriculum**

Our curriculum is set out as per Appendix 1 and is based on the PSHE Association curriculum, which is supplemented by three discrete relationships sessions from the Manchester IMatters scheme. Relationships teaching is child led and question driven. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so all pupils are fully informed and don't seek answers online.

## **6. Delivery of Relationships Education**

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Family structures, marriages and civil partnerships
- Being safe

For more information about our RSE curriculum, see Appendix 1.

## **7. Roles and responsibilities**

### **The Governing Board**

The governing board will approve the Relationships policy and hold the headteacher to account for its implementation.

### **The Headteacher**

The headteacher is responsible for ensuring that the Relationship curriculum is taught consistently across the school.

### **Staff**

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to different forms of relationship
- Monitoring progress
- Responding to the needs of individual pupils

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

At Medlock Primary, the one sex education lesson that parents can withdraw from is 'How a baby is made.' (Year 6, lesson 3 on the school's website). All other lessons are compulsory. During the summer term an email / letter will be sent to all parents / carers drawing their attention to the three RSE lessons (appendix 2).

Parents/ carers who wish to withdraw from the sex education lesson in year 6 may be invited in to see the Head Teacher / RSE Co-ordinator who may explore any concerns and discuss any impact that withdrawal may have on the child.

Provision will be made for those children withdrawn from the sex education lesson via an alternative PSHE lesson with a teacher or TA present. Please note that withdrawal from sex education in RSE does not withdraw your child from these elements in the statutory National Curriculum for Science (Appendix 3).

## **9. Monitoring arrangements**

The delivery of Relationships curriculum is monitored by RSE co-ordinator through:

- work scrutiny
- professional conversations
- pupil feedback and questionnaires
- learning walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RSE co-ordinator in conjunction with the school's senior leadership team annually. At every review, the policy will be approved by the governing board.

## **10. Monitoring arrangements**

The delivery of Relationships Education is monitored by the school leadership team. Monitoring takes the form of planning scrutinies, learning walks and in some instances paired or team teaching.

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually.

At every review, the policy will be approved by the governing board.

## Appendix 1 - Curriculum Map

### CORE THEME 2: RELATIONSHIPS

<b>KS1 Learning opportunities in Relationships</b> <i>Pupils learn...</i>	<b>KS2 Learning opportunities in Relationships</b> <i>Pupils learn...</i>
Families and close positive relationships	
<p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>R4.</b> to identify common features of family life</p> <p><b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p><b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R2.</b> that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p><b>R3.</b> about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p><b>R4.</b> that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p><b>R5.</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p><b>R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p><b>R7.</b> to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p><b>R8.</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p><b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>

## Friendships

<p><b>R6.</b> about how people make friends and what makes a good friendship</p> <p><b>R7.</b> about how to recognise when they or someone else feels lonely and what to do</p> <p><b>R8.</b> simple strategies to resolve arguments between friends positively</p> <p><b>R9.</b> how to ask for help if a friendship is making them feel unhappy</p>	<p><b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p><b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>R12.</b> to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p><b>R13.</b> the importance of seeking support if feeling lonely or excluded</p> <p><b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>R16.</b> how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>
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## Managing hurtful behaviour and bullying

<p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p><b>R21.</b> about discrimination: what it means and how to challenge it</p>
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## Safe relationships

<p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b>R15.</b> how to respond safely to adults they don't know</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p><b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p><b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><b>R23.</b> about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p><b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p><b>R26.</b> about seeking and giving permission (consent) in different situations</p> <p><b>R27.</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p><b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
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**R21.** about what is kind and unkind behaviour, and how this can affect others

**R22.** about how to treat themselves and others with respect; how to be polite and courteous

**R23.** to recognise the ways in which they are the same and different to others

**R24.** how to listen to other people and play and work cooperatively

**R25.** how to talk about and share their opinions on things that matter to them

**R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online

**R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

**R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

**R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

**R34.** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Year Group	IMatters Manchester Healthy Schools Education Curriculum
1	<ol style="list-style-type: none"> <li>1. Who are the people in my life that love me and care for me?</li> <li>2. What are the differences and similarities between people?</li> <li>3. What are the similarities between boys and girls?</li> </ol>
2	<ol style="list-style-type: none"> <li>1. What is private? (body parts)</li> <li>2. What happens when the body grows young to old?</li> <li>3. What is fair, unfair, kind and unkind? (friendship)</li> </ol>
3	<ol style="list-style-type: none"> <li>1. What is personal space?</li> <li>2. What does a healthy relationship look like?</li> <li>3. Why is being equal important in relationships?</li> </ol>
4	<ol style="list-style-type: none"> <li>1. What is diversity?</li> <li>2. Do boys and girls have different roles?</li> <li>3. What changes happen to my body?</li> </ol>
5	<ol style="list-style-type: none"> <li>1. What is puberty?</li> <li>2. What are the different relationships in my life?</li> <li>3. What is unwanted touch?</li> </ol>
6	<ol style="list-style-type: none"> <li>1. What changes happen in my life?</li> <li>2. What happens in a loving relationship and what is forced marriage?</li> <li>3. How is a baby made?</li> </ol>

**Appendix 2 - Medlock Primary School letter to parents issued every summer term (from summer 2022)**

Dear Parent/Carer

Re: Sessions on .....

As part of the school's Personal, Social and Health Education programme, your child will soon receive relationship and sex education.

This will include a unit of lessons on self-esteem, healthy relationships, personal safety and growing up.

There is a vast amount of, and sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc. which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

The purpose of the upcoming unit is to provide your child with the knowledge and skills to keep them safe in the modern world. The unit will develop attitudes which will help pupils form relationships in a responsible and healthy manner, based on love and respect.

If students are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and hopefully grow into confident and healthy adults able to make positive choices.

The session in school may reinforce what you are already speaking to your child about at home.

Resources and content of the sessions are available on the school's website [www.medlockprimaryschool.com](http://www.medlockprimaryschool.com) under the curriculum tab.

Yours faithfully

### **Appendix 3 - Statutory Provision in Science Curriculum**

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014).

The sections detailed are those which specifically mention relationships and sex education. There are other relevant sections, which could create opportunity to discuss relationships and sex education further.

#### **Key Stage 1 Children (Years 1 and 2) should learn to:**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

#### **Key Stage 2 Children (Years 3, 4, 5 and 6) should learn to:**

- Describe the changes as humans develop to old age
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

# **School Expectations**

We are kind and helpful

We listen to each other

We are responsible

We love challenge

## Appendix 5

### British Values

Please see the government publication 'Promoting fundamental British values as part of SMSC in schools'

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

The 5 British Values are as follows;

Democracy.

The rule of law.

Individual liberty.

Mutual respect.

Tolerance of those of different faiths and beliefs.