

	With God we grow to live life in all its fullness	
Relationship Policy	Issued: March 2023	Issued by: J Little - Headteacher
Policy Number: FPS/0008		

Feckenham CE Primary School

RELATIONSHIP POLICY

Date Policy Reviewed:	March 2023	
Date Approved By Governing Body:		
Signed Headteacher:		Jeannette Little
Signed Chair of Governors:		Julie Grieve
Review Date:	March 2024	

Feckenham CE Primary School

‘With God we grow to live life in all its fullness’

Relationships Education Policy

Wisdom: ‘Blessed are those that find wisdom’ *Proverbs 3.13*

Hope: ‘May the God of hope fill you with joy and peace’ *Romans 15.13*

Dignity: ‘Let the children come to me for the kingdom of heaven belong to such as these’ *Matthew 19.14*

Community: ‘Live in harmony with one another’ *Romans 12.16*

Safeguarding and promoting the welfare of children is everyone’s responsibility

In line with the Government’s mandatory instruction on Relationships education for primary pupils, Feckenham CE Primary School’s policy ensures that there is a focus on ***the fundamental building blocks and characteristics of positive relationships including friendships, family relationships and relationships with other children and adults.***

Understanding the difference between positive relationships and harmful relationships will help pupils know if they are at risk from mental or physical harm, hopefully giving pupils the courage to seek help and support through a robust relationships education.

The purpose of this policy reflects:

- The desire for all our pupils to understand what healthy relationships and friendships look like so they are better equipped to recognise less positive encounters.
- The need for all children to understand positive relationships online, including how personal information and data is shared and used.
- That families come in many forms and provide a nurturing environment for children (discussions around family make up will reflect the need for sensitivity in that some children may have a different structure of support e.g. looked after children or young carers).
- The desire for pupils to develop resilience, perseverance and the importance of self-respect and self-worth.
- The need for pupils to be taught about positive emotional and mental wellbeing.
- The need for pupils to be able to recognise and report abuse, including emotional, physical and sexual abuse which includes all contexts of relationships including online.
- The desire for pupils to know how to report concerns and seek advice when they suspect or know something is wrong.

By the end of the primary phase children should have had the opportunity to develop their understanding of the following areas:

Families and people who care for me

Pupils will be taught through PSHE, R.E. the school’s Values programme and school assemblies:

- 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

Pupils will be taught through PHSE, the schools Values programme and school assemblies:

- 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

Pupils will be taught through PSHE, IT the schools Values programme plus school assemblies:

- 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, other children and adults

Online relationships

Pupils will be taught through age appropriate IT lessons:

- 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

Pupils will be taught through PSHE, IT and whole school assemblies:

- what sorts of boundaries are appropriate in friendships with other children 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, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. At Feckenham CE Primary School staff will if appropriate offer honest and age appropriate responses if the questions arise from the Relationship Education provision.

Specific questions which would not normally be discussed with the Relationship Education provision will be handled in a bespoke manner appropriate to age and the question asked.

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

However, it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. At Feckenham CE Primary School we feel that pupils should have a sex education programme tailored to the age and the physical and emotional maturity of our pupils. By providing such programmes children 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.

We will consult with parents and carers before the final year of primary school about the detailed content of what will be taught. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Teaching will take account of the developmental differences of children.

At Feckenham CE Primary School we will respect parents' right to withdraw their children from sex education (excluding what is covered as part of the National Curriculum in Science).

We will ensure that teaching and materials are appropriate to the age and religious backgrounds of our pupils. At Feckenham CE Primary School, we also recognise the significance of other factors, such as any special educational needs or disabilities of our pupils.

Roles and Responsibilities:

- Governors- The Governing Body will monitor the ongoing implementation of this policy.
- Headteacher – The Headteacher will ensure that the RSE is taught consistently across the school and manage requests, where appropriate, to withdraw pupils from non-statutory components of RSE.
- Staff- staff will be responsible for:
 1. Delivering RSE
 2. Monitoring pupil progress
 3. Respond to individual needs of pupils
 4. Respond to parent and carers questions and directing them to the Headteacher in cases of withdrawal requests

Monitoring and Assessment

RSE is monitored by the Headteacher and the PSHE Coordinator which may include:

- Learning walks
- Pupil voice
- Work scrutiny
- Lesson observations