



A Journey into Relationships



And Personal, Social, Health and Economic Education



Intent

The intent of personal, social, health and economic education (including relationships education) PSHE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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](#). PSHE programmes of study are non-statutory and can be found on the PSHE Association website.

Implementation

Relationships education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects are taught within the science curriculum, and other aspects are included in religious education (RE).

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
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can



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include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). All learning will take place via inquiry based learning and taking a multi-disciplinary approach.

Staff

Staff are responsible for:

- Delivering PSHE and relationships education in a sensitive way
- Modelling positive attitudes to relationships
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of relationships and sex education

Staff do not have the right to opt out of teaching PSHE and relationships and sex education. Staff who have concerns about teaching it are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in PSHE and relationships education and, when discussing issues related to this, treat others with respect and sensitivity.

Parents' right to withdraw

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

Parents have the right to withdraw their children from the components of sex education within RSE if the teacher finds it appropriate and necessary to go beyond the science curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Training.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching sex education if necessary.

Impact

We strive to create a supportive and collaborative ethos for learning by providing investigative and inquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school.



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At the end of primary school, we expect our children to understand the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, families, relatives and relationships with other children. They should understand the values of friendships and relationships and who can support them. They should understand the values of kindness, respect, honesty, permission seeking/giving and personal privacy. They should also understand and respect personal space and boundaries, what is appropriate and inappropriate contact both online and in person. They should also understand the importance of mental wellbeing.

Pupil Voice

In an inquiry into how we can keep safe on the world wide web, pupils in year two made the following list:

Always be with an adult, only use it for short times, don't give anybody personal information, ask a parent to check out any friend requests on games.

Progression of Skills for relationships education

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|--------|---|-----------|
| Year 1/2 | Autumn | 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 Caring friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends | |



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| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|--------|--|-----------|
| | Spring | <p>Respectful Relationships: 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</p> | |
| | Summer | <p>Online Relationships: That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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 is not always right to keep secrets if they relate to being safe</p> | |



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| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|--------|---|-----------|
| Year 3/4 | Autumn | <p>Families and people who care for me:</p> <p>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</p> <p>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</p> <p>Caring friendships:</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> | |
| | Spring | <p>Respectful Relationships:</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> | |



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| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|--------|--|-----------|
| | Summer | <p>Online Relationships:</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Being Safe:</p> <p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> | |



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|------------|--------|--|-----------|
| Year 5/6 | Autumn | <p>Families and people who care for me:</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Caring friendships:</p> <p>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</p> <p>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</p> | |
| | Spring | <p>Respectful Relationships:</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> | |



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| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|--------|--|-----------|
| | Summer | <p>Online Relationships:</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p> <p>Being Safe:</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p> | |

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Progression of skills for PSHE

See <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Examples of Learning Outcomes



Community lunch



Chinese Language Assistant



Helping the teacher

Our FAMILY Values (incorporating British Values)

FAMILY values are important throughout the curriculum. We have incorporated these values into our relationships education:

Fairness – Children learn to share with limited resources; for example, using a variety of cross-curricular resources, but having to wait for someone to finish with one resource before they can use a different one, learning how to share equally.

Attitudes to Learning – This has been most prominent in the learning we have been doing from home during COVID-19; children have been actively engaging in art activities despite being at home without the resources they might have had at school. They have been learning to use technology safely and through our safe learning platforms Tapestry and Seesaw.

Making Healthy Choices – Children have looked at environmental issues such as recycling and upcycling and how this affects the planet.

International Citizenship – Children in Y3/4 looked at global issues, comparing their school life to the lives of different children around the world; with the school's connection to China, displayed around the classrooms there are symbols of numbers and words written in Chinese, to educate and teach the children about different languages. They have learnt how to appreciate one another locally and globally and understand different values and beliefs.

Living and Learning Safely – Our 2019 summer play, called *This Is Me*, was themed around anti-bullying, using the songs from *The Greatest Showman* to rebuild a story about friendship. Autumn Term 2020, we have refreshed online learning and internet safety and



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have conducted inquiries into, What is the World Wide Web? What do we use it for? How can we use it safely?

Yearning for Success – Children have learnt and continue to learn how to support themselves and one another in the form of learning partners, individual work and supported group work.

Cultural Capital

Engagement in Choose Your Character Wear your Mask Erasmus Project. Children visited Romania to work with children from Romania, Greece and Turkey in a joint puppetry production.

Engagement in Back to the Future Erasmus project

Visitors from Turkey, Romania, Greece, developing friendships, working together

Our Multi-Disciplinary Approach

Science –

English – What is Fairness? BBC clip and discussion (oracy project Y2/3) Sept 2020, Y5/6 unit of work based on Goldilocks re; online safety, writing own hashtag stories to warn others of elements of online safety

Inquiry – What is the World Wide Web? – Internet safety Y2 Sept 2020

Whole school inquiry topic Perceptions of Technology (Summer 2020)

Y6 – environmentally friendly list of goals of “What Godrevy class will be known for” this year.

EYFS/Y1 – feelings, families, home, friendships

Last Year's Successes

Safer Internet day

Anti-Bullying day

Romania visit (led to children making friends and continuing relationship after returning home)

Ski visit (appreciating other cultures and languages)

Priorities for this Year

Engagement in new Erasmus project – The Carousel of True Friendship

Anti-Bullying week



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Safer Internet day

Staff INSET via Zoom (Sept 2020) new RSE Curriculum introduction

Implementing the new RSE curriculum

Blended learning: Due to COVID-19 affecting attendance at school, we have been engaging in online learning activities. Many discussions have taken place about internet safety and we are presently changing EYFS/KS1 to learning platform Seesaw. Children complete an online learning activity on Friday afternoon from home and upload it to the platform.