



**BOURTON MEADOW ACADEMY**

**RELATIONSHIPS POLICY**

**SEPTEMBER 2023**

To be reviewed: September 2024

## **School ethos**

At Bourton Meadow Academy we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

## **Aims of the Relationships policy**

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how we meet legal requirements with regards to teaching Relationships Education

## **Our Legal Requirements**

- To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools
- To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019)
- To comply with the requirements to have an up to date Relationships policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019)
- To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.
- To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy
- At Bourton Meadow Academy we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. (Please see Sex Education Policy)

## **Development of the policy**

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils through a voluntary working party group.

This policy links to the PSHE policy, Sex Education Policy, Child Protection Policy, Anti-Bullying Policy, Equalities policy and the School Behaviour policy.

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

## **Definition of Relationships Education**

Statutory Relationships at Bourton Meadow Academy is taught through the PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance. (See appendix 1) Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access help when needed.

## **The Curriculum**

### **Intent**

Relationships Education is statutory from September 2020. High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply on line, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so
- Ask a trusted adult rather than go on line with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could cause them harm
- Recognise intimate physical relationships are for adults

### **Implementation**

Relationships Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level. Further details can be found in appendix 3

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what, is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Outcomes for Relationships Education are defined by the DfE and cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- On line relationships
- Being safe\*

\*We teach the scientific names of body parts

NB Sex Education is taught as part of the PSHE curriculum in the context of Relationships Education but is not a mandated requirement. Please see the Sex Education Policy for further details.

**What we use** – PSHE Association programme of study

**Who** – Qualified teaching staff

**When** - 30 minutes weekly across all year groups

**How delivery and content will be made accessible to all pupils including SEND**

- An individual learning programme can be set up where required to enable children that are identified to need this additional support to access the curriculum
- Evidence based interventions can be run alongside the PSHE curriculum in order to diminish any learning gaps and increase progress, for example, Zones of Regulation, Forest School, Working Memory and Talk About
- Extra help from a teacher and a teaching assistant
- Making or changing materials, resources or equipment in order to differentiate the curriculum to meet the child's needs
- Working with a child in a small group
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Inclusion Advisors to give tailored emotional and social support in small groups and/or on a 1:1

**Where you can view curriculum information** – please see curriculum map appendix 1 Learning Blocks for each part of the curriculum map is available on the website.

**Managing Difficult Questions**

All aspects of PSHE are underpinned by shared and understood ground rules (see appendix 4) with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff.

Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

## **Impact**

### **High quality Relationships Education will enable our pupils to:**

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and visa versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help

## **Confidentiality and safeguarding**

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

## **Roles and Responsibilities**

It is the statutory responsibility of the governing body to ensure our school has a compliant and up to date Relationships policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

## **Working with outside agencies and visiting speakers**

Vetting and sharing of school protocols will be adhered to with any outside agency engagement.

## **Monitoring, evaluation and training**

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

## **Working with parents and carers (consulting, informing and supporting)**

Consulting and working with parents to support pupils (including parent information evenings) and web page resources, guidance and PSHRE coverage information. A voluntary parent working party was set up to quality assure what is available for parents and the policies in line with the DfE regulations. (See appendix 5)

Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Please see Sex Education policy

## **11. Policy development**

Who wrote the policy – PSHE lead with staff and the voluntary working group pulled together all relevant information including relevant national and local guidance / guidance from Public Health PSHE lead

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – a voluntary parents working group was formed

Pupil consultation – school council was consulted and invited to offer any further suggestions

Ratification – this policy was shared and ratified with governors

## **Contacts**

**Head teacher** – Lucy Berry [office@bourtonmeadow.co.uk](mailto:office@bourtonmeadow.co.uk)

**PSHRE Lead** – Georgia Bird [gbird@bourtonmeadow.co.uk](mailto:gbird@bourtonmeadow.co.uk)

NURSERY			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional	Bourton Meadow Nursery	Development Matters (3-4 years)	<b>Self-Regulation</b>  Children will separate from main carer to come into nursery.	<b>Self-Regulation</b>  Beings to Show interest in the lives of people who are familiar to them	<b>Self-Regulation</b>  Children will become confident with visitors in nursery.	<b>Self-Regulation</b>  Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely	<b>Self-Regulation</b>  Children will show confidence walking around our local area.	<b>Self-Regulation</b>  Shows confidence & self-esteem through being outgoing towards people, taking risks & trying new things or social situations & being able to express their needs & asks adults for help
			<b>Managing Self</b>  <b>Theme: Marvellous Me</b>  <b>Theme: Growing together</b>  Children will know the expectations and routine of the nursery day  Know everyone has the right to play & learn  Children will know to wash and dry their hands before eating and after using the toilet	<b>Managing Self</b>  <b>Theme: Colour &amp; Light</b>  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	<b>Managing Self</b>  <b>Theme: Around the World</b>  Know how to behave in different settings	<b>Managing Self</b>  <b>Theme: Fantastic Food and Keeping Healthy</b>  Make healthy choices about food, drink and activity  Know that I grow and change	<b>Managing Self</b>  <b>Theme: Our Local Area</b>  <b>Theme: People who help us &amp; Superheroes</b>  Children will know to brush their teeth to be healthy.  Know how it feels to belong to a community	<b>Managing Self</b>  <b>Theme: Transitions – starting school and leaving friends</b>  Children will know how to independently use the toilet.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’

								Understand gradually how others might be feeling.
			<b>Building Relationships</b>  Children will know how to play alongside each other	<b>Building Relationships</b>  Play with one or more children, extending play experiences	<b>Building Relationships</b>  Children will share resources and play in a group	<b>Building Relationships</b>  Children will take turns whilst playing and waiting patiently to have a go.	<b>Building Relationships</b>  Children will consider the feelings of others in stories or small group discussions/play	<b>Building Relationships</b>  Children will know how to listen to a friend and agree a compromise.
<b>Observational Checkpoint:</b> Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?								



Reception			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional	Bourton Meadow Reception	Development Matters (3-4 years)	<b>Being in my world</b>  Developing relationships Understanding feelings Managing behaviour, using gentle words and hands	<b>Celebrating differences</b>  Uniqueness – what makes me special Families and homes Making friends Anti-bullying week	<b>Dreams and goals</b>  Never giving up Goal setting Overcoming obstacles Internet safety day	<b>Relationships</b>  Making friends Dealing with falling out Being a good friend	<b>Changing me</b>  My body and being healthy Growing up Changes and getting used to these	<b>Healthy me</b>  My body and exercise Food and teeth cleaning Sleep Stranger Danger Health Week

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	<b>Curiosity</b>  Health and wellbeing.  <ul style="list-style-type: none"> <li>Friends and family</li> </ul>	<b>Compassion</b>  Living in a wider world.  <ul style="list-style-type: none"> <li>Keeping safe</li> </ul>	<b>Respect</b>  Living in wider world.  <ul style="list-style-type: none"> <li>Unique and differences</li> </ul>	<b>Independence</b>  Health and Wellbeing.  <ul style="list-style-type: none"> <li>How we have changed</li> </ul>	<b>Resilience</b>  Feeling and emotions.  <ul style="list-style-type: none"> <li>Feeling reactions</li> </ul>	<b>Integrity</b>  Feelings and emotions.  <ul style="list-style-type: none"> <li>What is fair</li> </ul>	2 weeks Transition. Focus on values gaps and emotional regulation around change
Year 2	<b>Respect</b>  Living in the wider world  <ul style="list-style-type: none"> <li>Respecting our differences</li> </ul>	<b>Independence</b>  Health and Wellbeing  <ul style="list-style-type: none"> <li>Physical health</li> </ul>	<b>Integrity</b>  Health and wellbeing  <ul style="list-style-type: none"> <li>Identifying risks</li> </ul>	<b>Curiosity</b>  Living in the wider world  <ul style="list-style-type: none"> <li>Different jobs and money</li> </ul>	<b>Resilience</b>  Feelings and emotions  <ul style="list-style-type: none"> <li>Good and bad feelings.</li> </ul>	<b>Compassion</b>  Feelings and emotions  <ul style="list-style-type: none"> <li>Resolving differences</li> </ul>	2 weeks Transition. Focus on values gaps and emotional regulation around change

Year 3	<b>Curiosity</b>  Living in the wider world.  <ul style="list-style-type: none"> <li>Conflicting emotions</li> </ul>	<b>Compassion</b>  Feelings and emotions.  <ul style="list-style-type: none"> <li>Positive and negative effects on wellbeing</li> </ul>	<b>Respect</b>  Health and wellbeing  <ul style="list-style-type: none"> <li>Balance in life</li> </ul>	<b>Independence</b>  Feelings and emotions  <ul style="list-style-type: none"> <li>Controlling emotions</li> </ul>	<b>Resilience</b>  Living in the wider world  <ul style="list-style-type: none"> <li>Our strengths and weaknesses</li> </ul>	<b>Integrity</b>  Health and wellbeing  <ul style="list-style-type: none"> <li>Our bodies (+Medway lessons)</li> </ul>	2 weeks Transition. Focus on values gaps and emotional regulation around change
Year 4	<b>Curiosity</b>  <i>Health and wellbeing</i>  <ul style="list-style-type: none"> <li>Risk and assess</li> </ul>	<b>Integrity</b>  Feelings and emotions  <ul style="list-style-type: none"> <li>Independence in keeping safe.</li> </ul>	<b>Respect</b>  Living in the wider world  <ul style="list-style-type: none"> <li>Equality and religion</li> </ul>	<b>Independence</b>  Feelings and emotions  <ul style="list-style-type: none"> <li>Goals and setbacks.</li> </ul>	<b>Resilience</b>  Living in the wider world  <ul style="list-style-type: none"> <li>Strengths and weakness</li> </ul>	<b>Compassion</b>  Health and wellbeing  <ul style="list-style-type: none"> <li>Change in our bodies</li> </ul>	2 weeks Transition. Focus on values gaps and emotional regulation around change
Year 5	<b>Curiosity</b>  Living in the wider world  <ul style="list-style-type: none"> <li>Social media and risks</li> </ul>	<b>Compassion</b>  Health and wellbeing  <ul style="list-style-type: none"> <li>Personal identity.</li> </ul>	<b>Respect</b>  Feelings and emotions  <ul style="list-style-type: none"> <li>Loving relationship</li> </ul>	<b>Independence</b>  Health and wellbeing  <ul style="list-style-type: none"> <li>Substances</li> </ul>	<b>Integrity</b>  Living in the wider world  <ul style="list-style-type: none"> <li>Careers and spending</li> </ul>	<b>Resilience</b>  Feelings and emotions  <ul style="list-style-type: none"> <li>Deepening feelings</li> </ul>	2 weeks Transition. Focus on values gaps and emotional regulation around change
Year 6	<b>Resilience</b>  Health and wellbeing  <ul style="list-style-type: none"> <li>Mental health</li> </ul>	<b>Independence</b>  Health and wellbeing  <ul style="list-style-type: none"> <li>Increasing independence</li> </ul>	<b>Integrity</b>  Living in the wider world  <ul style="list-style-type: none"> <li>Social media</li> </ul>	<b>Curiosity</b>  Living in the wider world  <ul style="list-style-type: none"> <li>Social media</li> </ul>	<b>Respect and Compassion</b>  Feelings and emotions  <ul style="list-style-type: none"> <li>Relationships and puberty</li> </ul>		2 weeks Transition. Focus on values gaps and emotional regulation around change

## Appendix 2 DfE descriptors

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

## Appendix 3 – Relationship outcomes

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li></ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul> <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> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>

	<ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

#### **Appendix 4 – Ground rules**

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

Frame the ground rules in a creative way:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

#### **Appendix 5 – DFE guide for parents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)