

All Semley School policies apply to year R to 6 inclusively or Semley School Staff	
Name of Policy	Relationships Education Policy
Agreed by the Governing Body	April 2021
Policy published (including on website)	May 2023
Latest revision	April 2021
Next review (date)	April 2024

Relationships Education Policy

Introduction

All primary schools are required by the government to teach Relationships and Health Education.

Relationships Education is designed to help children to have positive and safe relationships with others, including online.

Health Education will help children to make good decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others.

Statutory Requirements

The Department for Education states that: *'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.'* (Foreword by Secretary of State, 2019)

From September 2020 Relationships and Health Education became compulsory in all state-funded schools. Sex education in primary schools is not compulsory, although the DfE recommends that primary schools have a sex and relationships education programme tailored to the age, and physical and emotional maturity of the pupils. All maintained schools are expected to continue teaching reproduction as part of the Science National Curriculum. At Semley Primary School, children will be taught about reproduction through the biology element of the Science curriculum and the older pupils (Years 4, 5 and 6) will learn about puberty and preparing for adolescence.

Sex Education is compulsory at secondary school, and the content of the Semley curriculum paves the way for the next steps taught within the Key Stage 3 curriculum.

Aims



At Semley School, Relationships and Health Education is taught within PSHE (Personal, Social and Health Education), and through the National Curriculum requirements for Science at Key Stage 1 and 2.

Teaching the children about positive relationships is integrated within our PSHE Scheme of Work, and respect for ourselves and for others, which is the basis for any positive relationship, is a core value at our school. Building on our Christian ethos of kindness, tolerance, and mutual respect, our intent is to support children to become kind, caring and responsible global citizens who know how to make positive lifestyle choices which support the wellbeing of themselves and others.

The science curriculum supports children in understanding how their bodies work, and how they change and develop as they grow. This sits alongside the PSHE curriculum which teaches pupils how to keep themselves safe from harm, and promotes an understanding of the benefits of living a healthy lifestyle and supports the development of emotional wellbeing. Through our Relationships/PSHE curriculum we aim to give pupils an understanding of the importance of identifying and combating discrimination, helping them to build up the skills needed to resist peer pressure and identify and avoid risky behaviour. Through our internet safety programme, children are taught strategies to keep themselves safe online and in the real world.

Parents' Right to Withdraw

Parents do not have the right to withdraw their child from statutory Relationships Education, Science or PSHE. They do have the right to withdraw their child from non-statutory sex education; however, the curriculum at Semley School remains within the statutory framework, so the right to withdraw does not apply.

Programme of Study

At Semley School our PSHE and Relationships Education draws on a range of resources and follows the requirements set out in the government's Relationships Education (Primary) document in Appendix A.

The human biology objectives of the Key Stage 1 & 2 Science curriculum which are taught through PSHE can be found in Appendix B.

Lessons will generally be taught by class teachers, but elements of the scheme may be delivered by agencies we work with such as the Life Education Van or the School Nurse.

Managing difficult questions

Effective Relationships and Health Education needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the school community is vital to successful and effective teaching and learning within this subject. Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of



development. While it is essential that lessons are sensitive to a range of views, staff will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly in relation to legislation concerning equality. Staff will use their professional skills and discretion before answering. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home.

Safeguarding

Any disclosures or safeguarding concerns prompted by RHE lessons will be reported in line with the school's Safeguarding and Child Protection Policy. Confidentiality between staff and pupils will be observed in PSHE lessons, except where a child's question or comments raise a safeguarding concern. In these circumstances, any concern will be reported in line with the school's Safeguarding and Child Protection Policy.

APPENDIX A

DfE guidance document on Relationships Education from September 2020

By the end of primary

Families and people who care for me

Pupils should know:

- *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*

*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.



Caring friendships

Pupils should know:

- *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 should know:

- *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, peers and adults*

Online relationships

Pupils should know:

- *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 should know:

- *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*
- *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.*

APPENDIX B

National Curriculum Science Objectives covered within PSHE/Relationships Education

Y1-3:

- 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

Y4-6:

- describe the changes as humans develop to old age

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function



	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	Year 6
RELATIONSHIPS – VALUING DIFFERENCE	<p>Key Themes: <u>Recognising and respecting difference. Being kind and caring</u></p> <ul style="list-style-type: none"> I can celebrate our differences. I can talk about my family life. I can listen and be polite to what others tell me about their lives. I can be kind, caring and helpful to others. I can show good listening 	<p>Key themes: <u>Recognising, valuing and celebrating difference</u> <u>Developing tolerance</u></p> <ul style="list-style-type: none"> I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not to me. I can talk about what bullying is. I can say ways to show kindness towards others. 	<p>Key Themes: <u>Being kind and helping others</u> <u>Listening Skills</u></p> <ul style="list-style-type: none"> I can be respectful of those who are different to me. I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. I can be kind and use kind words to my friends. 	<p>Key themes: <u>Recognising and respecting diversity</u> <u>Being respectful and tolerant</u></p> <ul style="list-style-type: none"> I can give examples of different types of family. I respect these differences. I can give examples of different community groups and what is good about having different groups. I can use respectful language and communication skills when discussing with others. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. I can suggest ways to deal with bullying and prejudice. 	<p>Key Themes: <u>Recognising and celebrating difference (including religions and cultural difference)</u> <u>Understanding and challenging stereotypes</u></p> <ul style="list-style-type: none"> I can say how differences sometimes cause conflict but can also be something to celebrate. I can begin to manage conflict by using negotiation and compromise. I can suggest strategies for dealing with someone who is behaving aggressively. I can demonstrate ways of showing respect to others' differences. I can explain why it's important to challenge stereotypes that might be applied to me or others. 	<p>Key themes: <u>Recognising and celebrating difference (including religions and cultural difference)</u> <u>Influence and pressure of social media</u></p> <ul style="list-style-type: none"> I can give examples of different faiths and cultures and positive things about having these differences. I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. I can empathise with people who have been, and currently are, subjected to injustice, including through racism. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) I can reflect on how individual/group actions can impact on others in a positive or negative way. 	<p>Key Themes: <u>Recognising and reflecting on prejudice-based bullying</u> <u>Understanding bystander behaviour</u></p> <ul style="list-style-type: none"> I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. I can show respect to others by using verbal and non-verbal communication. I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. I can recognise how the media can reinforce gender stereotypes and begin to challenge this.



APPENDIX C – PSHE (with Relationships Education) LONG TERM PROGRESSION – Semley School

RELATIONSHIPS – FEELINGS & EMOTIONS/HEALTHY RELATIONSHIPS/ ME & MY FEELINGS	<p>Key themes: <u>Feelings</u> <u>Getting help</u></p> <ul style="list-style-type: none"> I can recognise and be sensitive to the differences of others. I can name people who help me and describe ways to help others. I can talk about feelings and what can cause them. I can tell you which trusted adults I can ask for help. I can help a friend if they are sad or worried. 	<p>Key Themes: <u>Feelings</u> <u>Getting help</u> <u>Classroom rules</u></p> <ul style="list-style-type: none"> I can name different feelings and how they might make me behave. I can suggest ways of dealing with 'not so good' feelings and how to help others. I can recognise when I need help and who to ask. I can listen to others and wait my turn to speak. I can tell you which trusted adults at home and school keep me safe. 	<p>Key theme: <u>Feelings/self-regulation</u> <u>Being a good friend</u> <u>Bullying and teasing</u> <u>Our school rules about bullying</u></p> <ul style="list-style-type: none"> I understand we have different ways to express our feelings. I can express my feelings in a safe, controlled way. I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can tell someone how they are making me feel. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. 	<p>Key themes: <u>Cooperation</u> <u>Friendships</u></p> <ul style="list-style-type: none"> I can communicate my feelings and use this to try to manage my emotions. I can collaborate with a team to achieve a goal. I can accept I may not always agree with others. I can listen and share my opinions respectfully. I can say why friends may fall out and how they can make up. I know how to look after my friends and stay friends. 	<p>Key themes: <u>Recognising feelings</u> <u>Bullying</u> <u>Assertive skills</u></p> <ul style="list-style-type: none"> I can talk about how feelings change and be different for others. I can read different emotions by a person's body language. I can say 'no' in a calm and controlled way. I can name some qualities or strategies that help team work. I am aware of others and their needs when working together I can say what to do if I am, or a friend is, hurt or bullied by another person. I can recognise the qualities of a healthy relationship. 	<p>Key themes: <u>Feelings</u> <u>Friendship skills, including compromise.</u> <u>Assertive skills</u></p> <ul style="list-style-type: none"> I can be assertive to keep myself happy, healthy and safe. I can use strategies to resolve arguments or disagreements. I can reflect on my behaviour, attitudes and qualities. I am aware of the warning signs that a relationship could be unhealthy or unsafe. I can manage my emotional needs and any risks to them. I can respond to emotions according to the situation and person. 	<p>Key themes: <u>Cooperation</u> <u>Assertiveness</u> <u>Safe/unsafe touches</u></p> <ul style="list-style-type: none"> I can work through challenges I have with my friends with respect, assertiveness and understanding. I can give examples of negotiation and compromise. I can use these skills in practical situations. I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. I can use assertive behaviours to keep myself safe from peer influence or pressure. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
--	---	---	---	---	--	---	--



APPENDIX C – PSHE (with Relationships Education) LONG TERM PROGRESSION – Semley School

HEALTH & WELLBEING – KEEPING SAFE (NB also see computing LTP)	<p>Key Themes: <u>Asking for help</u> <u>Keeping healthy</u> <u>Staying safe around medicines</u></p> <ul style="list-style-type: none"> I can tell you what my body needs to stay healthy. I can make safe decisions around medicines and things I don't know. I can name some things that can be dangerous inside and outside. I can tell you what is safe to play online and who to talk to if I feel worried. I can name the adults who keep me safe and when I might need their help. 	<p>Key Themes: <u>How our feelings can keep us safe</u> <u>Keeping healthy</u> <u>Medicine safety</u></p> <ul style="list-style-type: none"> I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) I can say what I can do if I have strong, but not so good feelings, to help me stay safe I can say 'no' to unwanted touch and ask for help from a trusted adult. I can say when medicines can be helpful or might be harmful. I can tell you how to stay safe around medicine. 	<p>Key Themes: <u>Safe and unsafe secrets</u> <u>Appropriate touch</u> <u>Medicine safety</u></p> <ul style="list-style-type: none"> I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. I can say what I do and don't like and who to ask for help. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. 	<p>Key Themes: <u>Managing risk</u> <u>Staying safe online</u> <u>Drugs and Skills</u></p> <ul style="list-style-type: none"> I can say what I could do to make a situation less risky or not risky at all. I can demonstrate strategies for dealing with a risky situation I can identify some key risks from and effects of cigarettes and alcohol. I can give examples of strategies for safe browsing online. I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs. their risks 	<p>Key Themes: <u>Managing risk</u> <u>Understanding the norms of drug use (cigarette and alcohol use)</u> <u>Influences</u></p> <ul style="list-style-type: none"> I can demonstrate strategies for dealing with a risky situation I can give examples of people or things that might influence me to take risks and make decisions. I can give reasons for why most people choose not to smoke, or drink too much alcohol. I can explain what might happen if people take unsafe or inappropriate risks. I can identify images that are safe or unsafe to share online. 	<p>Key Themes : <u>Managing risk, including staying safe online</u> <u>Norms around use of legal drugs (tobacco, alcohol)</u></p> <ul style="list-style-type: none"> I can suggest what someone should do when faced with a risky situation. I can protect my personal information online. I can recognise disrespectful behaviour online. I can identify the risks in a specific situation (including emotional risks). I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke. I can support someone who is being bullied. 	<p>Key Themes: <u>Staying safe online</u> <u>Drugs: norms and risks (including the law)</u> <u>Emotional needs</u></p> <ul style="list-style-type: none"> I can use safe, respectful and responsible behaviours and strategies when using social media. I can give examples of how to safely share images online. I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not. I can suggest positive ways to meet my emotional needs and how this impacts my behaviour. I can begin to make decisions independently and responsibly.
--	---	--	--	---	--	---	--



APPENDIX C – **PSHE (with Relationships Education) LONG TERM PROGRESSION – Semley School**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HEALTH & WELLBEING – HEALTHY LIFESTYLES/BEING MY BEST</p>	<p>Key Themes: <u>Making healthy choices</u> <u>Being persistent</u></p> <ul style="list-style-type: none"> I can keep trying if the way I choose doesn't work. I can talk about the different types of feelings we have. I can have a go at something new. I can make my own healthy food choices. I can make healthy sleep and exercise choices. 	<p>KEY THEMES: <u>Keeping healthy</u> <u>Growth Mindset</u></p> <ul style="list-style-type: none"> I can choose a healthy meal with different food groups. I can be persistent when learning a new skill. I can name a few different ideas of what I can do if I find something difficult. I can help my friends when they fall out. I can explain why praise helps me to keep trying. 	<p>Key Themes: <u>Looking after my body</u> <u>Growth Mindset</u></p> <ul style="list-style-type: none"> I can explain what happens when I learn something new. I can explain how setting a goal or goals will help me to achieve what I want to be able to do. I can explain how hand hygiene stops virus' and germs from spreading. I can give examples of what I can do and give to my body to stay healthy. I can name different parts of my body that are inside me and help to turn food into energy. 	<p>Key Themes: <u>Keeping myself healthy</u> <u>Celebrating and developing my skills</u></p> <ul style="list-style-type: none"> I can choose foods that make a balanced meal. I can explain how washing hands can prevent infections spreading. I can describe how food, water and air get into the body and blood. I can set goals and make a plan to develop a new skill. 	<p>Key Themes: <u>Having choices and making decisions about my health</u> <u>Taking care of my environment</u></p> <ul style="list-style-type: none"> I can say how being unique makes everyone special, different and valuable. I can give examples of choices I make and the choices others make for me. I can plan a healthy, balanced meal. I can give examples of the ways people can look after their physical and mental wellbeing. I can give different examples of some of the things that I do already to help look after my environment. 	<p>Key Themes: <u>Growing independence and taking responsibility</u> <u>Media awareness and safety</u></p> <ul style="list-style-type: none"> I can explain how one organ functions and how it contributes to the health of my body. I can explain how choices relating to smoking and drinking can effect a person's health. I can think of ways to improve a skill and the strategies that will help me do this. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. I can give examples of how I am independent and manage my own success. 	<p>Key Themes: <u>Managing risk</u> <u>Aspirations and goal setting</u></p> <ul style="list-style-type: none"> I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. I can set goals so that I can achieve an aspiration. I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can identify risk factors in a given situation I can assess the level of risk and explain how a risk can be reduced.
---	--	--	---	--	---	--	--



APPENDIX C – PSHE (with Relationships Education) LONG TERM PROGRESSION – Semley School

GROWING & CHANGING	<p>Key Themes: <u>Life cycles</u> <u>Girls and boys</u></p> <ul style="list-style-type: none"> I can describe the life cycle of an animal. I can describe how a baby grows to an adult and what they might need. I can tell you some things about how babies are made. I can tell you the scientific names for my body parts. I can tell you the PANTS* rule. <p>*</p> <ul style="list-style-type: none"> Privates are private Always remember your body belongs to you No means no Talk about secrets that upset you Speak up, someone can help 	<p>Key Themes: <u>Getting help</u> <u>Becoming independent</u> <u>Body parts</u></p> <ul style="list-style-type: none"> I can tell you some things that babies need. I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. I can name the body parts girls and boys have that are the same and which body parts are different. I can name the adults I can talk to at home and school if I need help. 	<p>Key Themes: <u>Being supportive</u> <u>Dealing with loss</u> <u>Life cycles</u></p> <ul style="list-style-type: none"> I can give support to a friend. I can describe feelings of loss and suggest what someone can do if a friend moves away. I can describe the stages of growth I have been through and what I look forward to in my future. I can name the human private parts that are used to make a baby. I can talk about keeping private parts private. 	<p>Key Themes: <u>Keeping safe</u> <u>Relationships</u></p> <ul style="list-style-type: none"> I can explain what body space is and how it feels when someone is too close to me. I can tell you some of the different relationships I have. I can tell you what qualities a healthy positive relationship has. 	<p>Key Themes: <u>Managing difficult feelings</u> <u>Relationships including marriage</u> <u>Body changes during puberty</u></p> <ul style="list-style-type: none"> I can describe how change can make a person feel (both negative and positive). I can explain why young people can have mixed up feelings when they go through puberty. I can explain why puberty happens. I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. 	<p>Key Themes: <u>Managing difficult feelings</u> <u>Getting help</u> <u>Managing change</u></p> <ul style="list-style-type: none"> I can begin to manage challenging emotions by building my resilience. I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. I can give examples of feelings and emotions people have at times of change. 	<p>Key Themes: <u>Self esteem</u> <u>Keeping safe</u> <u>Body Image</u></p> <ul style="list-style-type: none"> I can name some of the feelings and emotions people have during change. I can give examples of how someone could cope with or get support during puberty. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. I can explain how to stay safe when sharing images and information online. I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.