

Bowesfield Primary School



**Bowesfield
Primary School**

Relationships Education Policy

Date for approval by the Governing Body 24.3.21.

Review date 1: July 2022

The Rights of the Child at Bowesfield Primary School

United Nations Convention on the Rights of the Child (CRC)

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

What is Relationships Education?

Relationships Education means learning about the characteristics of positive relationships with friends, within families and with other children and adults.

It teaches children the knowledge they need to make informed decisions about their well-being, health and relationships so that they can keep themselves safe.

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

It is a legal requirement for schools to teach Relationships Education. Schools must have regard to the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education.

How is Relationships Education taught at Bowesfield Primary?

The development of positive relationships underpins our values at Bowesfield and this is reinforced by all adults in their interactions with children from Nursery to Y6.

Children learn about relationships education during Personal, Social, Health (PSHE) lessons. This is taught by their teacher.

We use a scheme called 'Jigsaw' as a basis for learning.

This is the curriculum for each year group:

Year group	Learning
<p>In Early Years the learning is embedded in daily routines, stories, discussions, interactions and play; rather than being taught in a formal session.</p>	
<p>Nursery</p>	<p>Me and my relationships I can tell you about my family. I can tell you some of the things I like about my friends. I can work together and enjoy being with my friends. I understand how to make friends if I feel lonely. I know what to say or do if someone is mean to me.</p> <p>Changing me I can name parts of my body and show respect for myself. I know that I grow and change. I can tell you some things that I can do and some foods I can eat to stay healthy. I can talk about how I feel moving from Nursery to Reception.</p>
<p>Reception</p>	<p>Me and my relationships I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I know how to be a good friend.</p> <p>Changing me I can name parts of my body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p>
<p>Y1</p>	<p>Me and my relationships I can identify the members of my family and understand that there are lots of different types of families. I can identify what being a good friend means to me. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I know who can help me in my school community. I can recognise my qualities as person and a friend. I can tell you why I appreciate someone who is special to me.</p> <p>Changing me I am starting to understand the life cycles of animals and humans. I can tell you some things about me that have changed and some things about me that have stayed the same. I can tell you how my body has changed since I was a baby.</p>

	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p> <p>I understand that every time I learn something new I change a little bit.</p> <p>I can tell you about changes that have happened in my life.</p>
Y2	<p>Me and my relationships</p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I can identify some of the things that cause conflict with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I recognise and appreciate people who can help me in my family, my school and my community.</p> <p>I can express my appreciation for the people in my special relationships.</p> <p>Changing me</p> <p>I can recognise cycles of life in nature.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I can identify what I am looking forward to when I move to my next class.</p>
Y3	<p>Me and my relationships</p> <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.</p> <p>I know and can use some strategies for keeping myself safe online.</p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family.</p> <p>Changing me</p> <p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow.</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p>

	<p>I can identify what I am looking forward to when I move to my next class.</p>
Y4	<p>Me and my relationships I can recognise situations which can cause jealousy in relationships. I can identify someone I love and can express why they are special to me. I can tell you about someone I know that I no longer see. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friend. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I know how to show love and appreciation to the people and animals who are special to me.</p> <p>Changing me I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I know how the circle of change works and can apply it to changes I want to make in my life. I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can identify what I am looking forward to when I move to a new class.</p>
Y5	<p>Me and my relationships I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I understand that belonging to an online community can have positive and negative consequences. I understand there are rights and responsibilities in an online community or social network. I know there are rights and responsibilities when playing a game online. I can recognise when I am spending too much time using devices (screen time). I can explain how to stay safe when using technology to communicate with my friends.</p> <p>Changing me I am aware of my own self-image and how my body image fits into that. I can explain how a girl's body changes during puberty (science) and understand the importance of looking after yourself physically and emotionally. I can describe how boys' and girls' bodies change during puberty (science). I can identify what I am looking forward to when I move to my next class.</p>
Y6	<p>Me and my relationships I know that it is important to take care of my mental health. I know how to take care of my mental health. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p>

	<p>I can recognise when people are trying to gain power or control. I can judge whether something online is safe and helpful for me. I can use technology positively and safely to communicate with my friends and family.</p> <p>Changing me I am aware of my own self-image and how my body image fits into that. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I am aware of the importance of a positive self-esteem and what I can do to develop it. I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>
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As with all learning, teachers work hard to make sure that all children can access learning within Relationships Education. This includes children with Special Educational Needs and Disabilities. To help children access the learning, teachers use a range of strategies, for examples:

- Whole class discussion
- Partner and small group activities
- Use of resources
- Additional adult support
- Using a range of ways to share and record learning

Can I withdraw my child from Relationships Education?

No. There is no right to withdraw from Relationships Education or Health Education. This is stated in the Department for Education guidance. All children need to learn how to stay safe, make and maintain positive relationships and keep themselves healthy.

Can I withdraw my child from Sex Education within Relationships Education?

Yes. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

At Bowesfield, we have decided that the only teaching we will provide about sex education is that which is included in the National Curriculum for science.

Children cannot be withdrawn from learning within the science curriculum (At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty).

How will the teaching and learning of Relationships Education be monitored?

The leader of Relationships Education and senior leaders will monitor the effectiveness of Relationships Education through

- discussion with children
- looking at children's work
- discussion with staff
- lesson visits
- monitoring of incidents which include abuse or comments which discriminate against people due to their protected characteristics (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).

Policy review

This policy will be reviewed after the first year of full implementation and every three years after that - or earlier in response to monitoring findings / changes to statutory guidance.