

Long Furlong Primary School

Relationships Education, and Relationships and Sex Education (RSE) Policy

Long Furlong Primary School's Vision

Our vision is for all members of Long Furlong to be enthusiastic, life-long learners who thrive because they feel loved, accepted and valued. The Long Furlong Community cares for each other and the world around it.

Our Vision will be achieved by five strategic aims:

- a caring and enabling environment
- a culture of aspiration and ambition
- determined and professional teaching
- empowered leadership throughout
- a progressive and communicative school

School Values

In school we promote a set of values which we believe enable children to become effective learners and responsible citizens. We have identified the following list as our five core values:

- Respect
- Compassion
- Responsibility
- Courage
- Resilience

The staff promote these values by modelling them at all times, through assemblies, through curriculum teaching and by implementing the school's Behaviour Policy, Safeguarding and Equality Policy.

Within this, we aim to provide a curriculum that is broad and balanced and meets the needs of all children. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum should:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Context

In February 2019, the Department for Education (DfE) published guidance for schools on Relationships Education, Relationships and Sex Education (RSE) and Health Education. This guidance replaces the Sex and Relationship Education guidance (2000). Schools are expected to teach according to this guidance from January 2021.

What is Relationships Education?

Relationships Education in primary school is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

For more information on Relationships Education click [here](#) to view the full DfE guidance and refer to pp.19-22.

What is Relationships and Sex Education?

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex and human sexuality. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Which part of Relationships Education, Relationships and Sex Education (RSE) are mandatory?

While Relationships and Health Education is mandatory in Primary Schools, Relationships and Sex Education (RSE) is not. The DfE states that it is for primary schools to determine whether they need to cover any additional content on Sex Education beyond the mandatory Science Curriculum to meet the needs of their pupils.

Relationships Education and RSE at Long Furlong Primary School

At Long Furlong Primary School we believe that all children, regardless of gender, religion or background, have the right to access age-appropriate RSE and, as such, uphold our right to teach Relationships and Sex Education (RSE) to meet the needs of our pupils. That said, we understand and respect that parents have the right to request that their child be withdrawn from some or all of RSE (see below for more information on Right to Withdraw). There is no right to withdraw from Relationships Education or Health Education.

Content and Delivery

Relationships Education, RSE and Health Education (RSHE) are mainly taught in PSHE lessons. PSHE is taught using a range of resources such as SEAL materials and a progressive Scheme of Work from The PSHE Association that builds on pupils learning year on year, ensuring that every aspect covered is age appropriate. In

addition to this, aspects of RSHE are included in work for other subjects such as Science, Computing, PE, Religious Education and Guided Reading.

Lessons are taught on a weekly basis and/or when the teacher perceives a particular aspect of RSHE is needed at a particular time. Teaching will also include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Monitoring is undertaken by the PSHE Subject Leader and SLT by a range of methods.

Why is Relationships Education and RSE in schools important?

High quality Relationships Education and RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education and to have protection from any kind of exploitation as set out in the United Nations Convention on the Rights of the Child.
- It plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.
- Long Furlong Primary School wishes to provide RSHE that prepares our pupils to lead safe, fulfilling and enjoyable lives and is in accordance with DfE guidelines. For more information on Relationships and Sex Education click [here](#) to view the full DfE guidance and refer to pp.23-24.
- To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Confidentiality and safe practice

The school's work in RSE will result in sensitive issues being discussed, either with groups of pupils or with individuals.

We will:

- provide a safe learning environment by ensuring that the curriculum on relationships and on sex education is complemented, and supported by, the school's wider policies on behaviour, confidentiality, equality, anti-bullying and safeguarding.
- agree ground rules with the class to help manage sensitive discussions. Content will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.
- explain to pupils how we will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature.
- encourage pupils to employ appropriate 'distancing' techniques, e.g. ensuring that questions are not personalised.
- reassure pupils that their best interests will be maintained.
- encourage pupils to talk to their parents/carers and provide support in this if necessary.
- ensure that pupils are aware that teachers cannot offer unconditional confidentiality.
- inform pupils that if an external agency needs to be informed, they will be told first and supported appropriately.
- uphold Child Protection guidelines and procedures if there is any possibility of abuse.
- ensure that pupils are informed of sources of confidential help.

Please see our Safeguarding Policy for more information

The use of outside visiting speakers and health professionals

Visitors are made fully aware of the school's Relationships and RSE Policy. All visitors are subject to the school's Confidentiality and Safeguarding Policy.

The right of parents/carers to withdraw their child from RSE

We will ensure, should they wish, that parents/carers have the opportunity to watch films/images shown to the children that they may be concerned about.

Parents/carers have the right to withdraw their children from RSE except from those elements that are in the National Curriculum for Science. Requests should be made, in writing, to the headteacher. Parents/carers are not obliged to give their reasons for wishing to withdraw their child but are encouraged to discuss the matter with a senior

member of staff. There is no right to withdraw from Relationships Education or Health Education.

We are committed to working with parents and carers to deliver high quality, meaningful RSE which prepares their children to have positive and healthy relationships both now and in the future. We work closely with parents to ensure that they are fully aware of what is being taught.

Special Educational Needs and PSHE

PSHE is planned as a universal core curriculum provision for all pupils. Where necessary, teachers adjust lessons and the activities used to meet the needs of all children in their class, including those with SEN. This might be through, for example, different or additional resources, adult support or use of differentiated and targeted small group activities as appropriate.

Agreed: October 2022

Reviewed: November 2024

Annex: By the end of Primary School Pupils should know:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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 marriage¹ 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.

¹ 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.

<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults.

<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources.