

Draft Version

Relationship (RSE) Policy

Welsh House Farm Community School and Resource Base



“Inspired to grow and flourish”

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Approved by

Date:

**Next review due
by:**

Linked Policies: Safeguarding Policy, e-safety Policy

Background

This policy was developed in line with DfE guidance and the requirements in law e.g. the equality act. We welcome parents to work closely with the school and have an open door approach to communication regarding any issues. If requested, parent will be given an opportunity to ask questions about the schools approach in regards to Relationship Education and given the opportunity to understand the purpose and content of the curriculum in more depth.

The main focus for developing and teaching RSE at Welsh House Farm School is on 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. We ensure that our teaching and materials are appropriate to the age and religious backgrounds of their pupils. We also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils and introduce differentiation as we would for any other subject.

Healthy relationships

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. This is taught in conjunction with social skills such as how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

E-safety

We believe that these principles of positive relationships also apply online especially as, many of our children have access to the internet (at home as well as in school). We address online safety and appropriate behaviour and include content on how information and data is shared, for example pictures and videos.

Emotional Health and Well-Being

The RSE Curriculum is one of main vehicles to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing and the development and practice of resilience - helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, our pupils are helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This is achieved in a variety of ways including by providing planned opportunities for pupils to undertake social action, active citizenship and voluntary service to others locally or more widely.

Keeping Safe

We teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is achieved by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong.

Overview of Framework Objectives

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

Unicef Articles

A7 Right to have a name

A19 Right to be Safe

A2 Non discrimination

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

Unicef Articles

A31 Right to play

A19 Right to be Safe

A2 Non discrimination

A12 Right to have a view

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

Unicef Articles

A28 Right to learn

A2 Non discrimination

A19 Right to be Safe

A12 Right to have a view

A31 Right to play

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

Unicef Articles

A17 Right to information

A19 Right to be Safe

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

Unicef Articles

A19 Right to be Safe

A12 Right to have a view

A2 Non discrimination

A23 Children with disability

Bespoke Curriculum

As with all Curriculum areas at Welsh House Farm Community School, our RSE Curriculum has been designed specifically for the needs of our pupils. Therefore, there is content that includes Radicalisation, Child Sexual Exploitation (CSE), Young Carers, Forced Marriage and Gender Equality. This is delivered in an age-appropriate way to help our pupils to build resilience against issues they may face.

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Our school policy is for the child to ask their parent/carer for more information around the subject, and inform parents/carers that the question has been asked. This is to ensure a child has an appropriate source of information - given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Disclosures

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a disclosure, then we will follow our Child Protection policies as we would in any other circumstance.

Sex education

Sex education is not compulsory in primary schools. At Welsh House Farm Community School we have taken the decision not to teach sex education as part of RSE and instead focus on relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

