

## RELATIONSHIPS EDUCATION POLICY

This policy has been written for	<ul style="list-style-type: none"> <li>All staff at The Chelsea Group of Children</li> </ul>		
Copies of this policy may be obtained	<ul style="list-style-type: none"> <li>On the school website <a href="http://www.chelseachildren.com">www.chelseachildren.com</a></li> <li>As a hard copy or email attachment on request from the School office</li> </ul>		
This policy links with the following policies	<table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>Acceptable Use of Technology</li> <li>Anti-Bullying</li> <li>Curricula Overview</li> <li>Intimate Care</li> <li>Mental Health</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Promoting Good Behaviour</li> <li>Safeguarding and Child Protection</li> <li>Spiritual, Moral, Social and Cultural Curriculum</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>Acceptable Use of Technology</li> <li>Anti-Bullying</li> <li>Curricula Overview</li> <li>Intimate Care</li> <li>Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>Promoting Good Behaviour</li> <li>Safeguarding and Child Protection</li> <li>Spiritual, Moral, Social and Cultural Curriculum</li> </ul>
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Participants and consultees	<ul style="list-style-type: none"> <li>Head Teacher</li> </ul>		
Relevant statutory guidance, legislation and other sources of information	<ul style="list-style-type: none"> <li>Statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996</li> </ul>		
The Lead Member of staff is	<ul style="list-style-type: none"> <li>CGC teachers and therapists</li> </ul>		
Definitions and key terms used in this policy	<ul style="list-style-type: none"> <li>CGC – Chelsea Group of Children</li> </ul>		
Persons with particular responsibilities	<ul style="list-style-type: none"> <li>Head Teacher</li> </ul>		
Other participants and Stakeholders	<ul style="list-style-type: none"> <li>Staff</li> </ul>		
Monitoring and Evaluation	<ul style="list-style-type: none"> <li>The Head Teacher will ensure the policy is kept up to date and all members of staff are complying with it.</li> </ul>		

### OBJECTIVES OF THE POLICY

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.

This is why Relationships Education has been made compulsory in all primary schools in England. It is agreed that it must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

At the Chelsea Group of Children, we are clear that parents and carers are the prime educators for children on many of these matters. We complement and reinforce this role and see it as an important part of delivering a good education to build on what pupils learn at home.

In primary school, the aim is to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. Children and young people are increasingly experiencing challenges, and young people are at particular risk of feeling lonely. The aim is to give them the knowledge and capability to take care of themselves and receive support if problems arise.

The relationships education will support the wider work undertaken at The Chelsea Group of Children in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy. This will be supported by development of personal attributes including kindness, integrity, generosity, and honesty.

## **INTRODUCTION**

At The Chelsea Group of Children, we aim for Relationships Education lessons to:

- teach pupils the necessary knowledge to enable them to make informed decisions about their wellbeing, health and relationships
- develop pupil's capacity to make sound decisions when facing risks, challenges and complex contexts
- develop pupil's resilience, to know how and when to ask for help, and to know where to access support

Staff ensure that the content of the Relationship Education sessions is of high quality, evidence-based, and always takes into account each pupils' developmental age and cognitive ability. The content is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching includes sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

The Relationships Education takes place primarily in the Personal, Social and Health Education sessions. However, every opportunity is taken throughout the day to embed and reinforce the pupils' knowledge and understanding.

Staff at The Chelsea Group of Children are aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. This is taken into account when planning how to support our pupils in distinguishing between different types of online content and making well-founded decisions.

This includes developing pupils' understanding that:

- social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online

- some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate
- certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising)
- criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society

Relationships Education at The Chelsea Group of Children therefore also ensure pupils know how to keep themselves and their personal information safe.

### **RIGHT TO WITHDRAW**

Parents/carers have a right to withdraw pupils from sex education (but not Relationships). Class teachers will contact parents before a Sex Education session takes place (Year 5 and 6) and will give the opportunity to parents to withdraw their children from this session, should they feel it not appropriate.

As sex education is an important part of Relationships Education, it will be preferable for a conversation to take place between parents and the class teachers to come to an agreement on what the child may or may not be taught, rather than be withdraw from the entirety of Sex Education.

The discussion will highlight the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The detrimental effects may however be mitigated if the parents propose to deliver sex education to their child at home instead.

A record of such conversation will be kept by the class teacher and the parents request respected.

SEND of our pupils is always taken into consideration when planning Relationship Education and Sex Education sessions to fit both the children's experiences and their mental health.

If a pupil is excused from Sex Education, his teacher will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### **CONTENT OF RELATIONSHIP AND SEX EDUCATION**

The focus in primary school is to teach 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. As soon as pupils join The Chelsea Group of Children, they are taught essential life and 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. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Each pupils' developmental age and cognitive ability is taken into account when teaching respect for others, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Staff at The Chelsea Group of Children talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families is done sensitively, based on the knowledge of pupils and their circumstances. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, each of which has the ability to provide a nurturing environment for children. Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Finally, through Relationships Education (and RSE), The Chelsea Group of Children teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. The Chelsea Group of Children also include 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. Emphasis is made on teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

## **BY THE END OF PRIMARY SCHOOL**

### Families and people who care for me

Taking into account each pupils' developmental age and cognitive ability, CGC pupils are taught

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.

### Caring friendships

Taking into account each pupils' developmental age and learning needs, CGC pupils are taught

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

Taking into account each pupils' developmental age and learning needs, CGC pupils are taught

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

Taking into account each pupils' developmental age and learning needs, CGC pupils are taught

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

Taking into account each pupils' developmental age and learning needs, CGC pupils are taught

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.

### **MANAGING DIFFICULT QUESTIONS**

If a pupil asks questions which go beyond what is set out for Relationships Education or seems inappropriate for their age, CGC staff will carefully phrase their answers so as to give enough information that the child won't turn to other, potentially inappropriate sources of information (online) but while still respecting the child's developmental age and cognitive development. Parents will be informed of any concern that arise.

### **SEX EDUCATION (YEAR 5 AND 6)**

While Sex Education is not compulsory in primary schools and parents have a right to withdraw their children from those sessions, the Department for Education continues to recommend that all

primary schools have a Sex Education programme tailored to the developmental-age and the physical and emotional maturity of the pupils.

At CGC, staff ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Parents have a right, and should, ask the school if they require support in talking to their children about sex education and how to link this with what is being taught in school.