



## **SRE Policy**

Policy Leader: David Martin

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Ghyll Royd School and the Pre-School (Early Years Foundation Stage) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment. Safeguarding at Ghyll Royd School and in the Pre-School is everyone's responsibility and that everybody is able to make a referral to children's social care if needed

### **Policy Statement**

The aim of relationships education at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.

Relationships education is about developing pupils to be respectful, resilient, confident, caring individuals who know how to have safe, positive relationships with others and make positive, informed choices.

### **Policy Development**

This policy has been developed in consultation with staff, pupils and parents/carers as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the development of our school's relationships education programme (SRE).

This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance.
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to work with us on the policy, look at examples of resources, and make recommendations.
4. Pupil consultation – we spoke to pupils about the skills they would like to learn.

## **Statutory Requirements**

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. At Ghyll Royd School our pupils will learn about puberty as part of science and PSHE lessons in year 5 and 6 and will complete an SRE programme which is age appropriate from Reception as identified in our whole school curriculum overview.

## **Links to other policies and curriculum areas.**

### **Curriculum**

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty and reproduction in plants and animals. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage. We look aspects of positive relationships in different religions including Christianity, Judaism, Hinduism, Buddhism, Islam and Sikhism.

In PSHE at Ghyll Royd School we celebrate different families, same love and talk to the children about all of the different family groups. e.g. Mum and Dad, Mum and Mum, Dad and Dad, single parent families, Grandparents, step Mum and Dad, Foster parents etc.

Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

### **Policies**

The content of relationships education is supported by our Anti-Bullying policy, Safeguarding Policy, Child Protection Policy and Equalities Policy. You can view these on our school website.

### **Delivery of relationships education**

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills.
- Forming positive relationships including self-respect as well as respect and empathy for others.
- Recognising and assessing potential risks.
- Assertiveness and managing conflict and difficult emotions.

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff. This will usually be the class teacher, but lessons may sometimes be supported by specialists such as the school Nurse.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information, including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with this relationships education policy and curriculum. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions.

The Department for Education (DfE) has set out guidance on what children must learn by the end of Year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

### **Families and people who care for me**

- Families are important for children growing up because they can give love, security and stability.
- 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.
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences or know that other children's families are also characterised by love and care.
- 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.
- 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.
- Families can be represented in many different ways and there are many different ways to be 'a family' e.g. Mum and Dad, Mum and Mum, Dad and Dad, single parents, step parents, Grandparents, Foster parents, guardian etc.

## **Caring friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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**

- 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.
- 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.
- Understand the different types of bullying (including homophobic/racist/cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Children will also be taught to be an 'up stander' and stand up for injustice/bullying etc.
- 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**

- People sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- 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**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- 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 or a person that 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.

## **Mental wellbeing**

Building upon our emotional health and wellbeing work children will:

- Know that mental wellbeing is a normal part of daily life, in the same way as physical health.
- Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## **Internet safety and harms**

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on. electronic devices and the impact of positive and negative content online on

their own and others' mental and physical wellbeing.

- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

The school has Mental Health First Aiders who's aims are to help remove barriers to learning for pupils, to raise attainment, to effectively communicate with pupils 1-1, to help raise self-esteem and motivation both in pupils and teaching staff. The Mental Health First Aiders alongside teaching staff help to ensure that our children:

- Know the characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

- Know what constitutes a healthy diet (including understanding calories and other nutritional content).
- Know the principles of planning and preparing a range of healthy meals.
- Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- Know the importance of food choices on behaviour such as energy drinks, food additives etc.

### **Drugs, alcohol, and tobacco**

- Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use, and drug-taking.
- Know about medications which are safe to take for example to help with an illness as prescribed by a doctor and when medications can be harmful (non-prescribed, someone else's medication, taking more than the required dose).

### **Health and prevention**

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.
- The importance of a night time routine without the use of devices or media in the bedroom so that the brain can begin to produce the right hormones which stimulate sleep.

### **Basic first aid**

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle. This is covered by the school nurse.

### **Visits and Visitors**

To support and deliver an effective and fully comprehensive teaching and learning programme at Ghyll Royd, we invite many visitors into school. These include:

- School nurse
- Heart Start (quality first aid training)
- Life caravan
- PCSO
- Dentist

### **Roles and responsibilities**

#### **The governing board**

The governing board will approve the Relationships Education Policy, and discuss the implementation with the Headteacher and PSHCE leader.

#### **The Headteacher**

The head teacher is responsible for ensuring that relationships education is taught consistently across the school.

## **Staff**

Staff are responsible for:

- Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds.
- Modelling positive attitudes to relationships education, as with any other subject.
- Modelling appropriate emotional regulation strategies and reflections.
- Monitoring children's learning in order to ensure they make progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

## **Pupils**

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

## **Training**

Staff are trained on the delivery of relationships education and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

## **Monitoring arrangements**

The delivery of RSE is monitored by the Governing Body through planning scrutiny, learning walks and interviews with pupils and staff. Pupils' development in RSE is monitored by class teachers and the PSHE lead as part of our internal assessment systems.

This policy will be reviewed by the Governing Body every two years. At every review, the policy will be scrutinized and ratified by the governing Body.