

# **The Park Federation Academy Trust**

## **Relationships Education Policy**

### **Planned Implementation 2020/21**

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### 1. Aims

The aims of the relationships policy at The Park Federation and all our schools are to:

- › Provide a framework in which sensitive discussions can take place
  - › Help pupils develop feelings of self-respect, confidence and empathy ›
- Create a positive culture around relationships

### 2. Statutory requirements

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. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools.

In teaching Relationships Education, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We have taken into account the religious and cultural background of all pupils whilst developing this policy and deciding on the appropriate teaching aids.

At The Park Federation we teach Relationships Education as set out in this policy

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. A working party, chaired by the federation's Chief Executive Officer (CEO), reviewed relevant information including relevant national and local guidance and drafted a policy. All schools in the federation were represented on the working party. This group wrote the draft policy.
2. The CEO consulted the Principals of all federation schools on the draft policy;
3. Each Principal arranged for a school-based consultation group to review the draft policy. The consultation group consisted of staff members from a variety of backgrounds, and employment groups within the school (e.g. support staff, teachers, office team etc.).
4. Each Principal consulted the Governors on his or her Academy Council (Local Governing Body).
5. The CEO consulted the Board of Directors, and Trust Members.
6. Each Principal consulted all school staff members.
7. All parents/carers were consulted on the policy.
8. In light of all consultations listed above, the Relationships Education working party finalised the policy and the CEO presented it to the Board for ratification.
9. Ratification given on 24th April 2021.

### 4. Definition

Relationships Education is about the emotional, social and cultural development of pupils and involves learning about relationships, diversity and personal identity.

Relationships Education involves a combination of sharing information and exploring issues and values.

Sex Education is not addressed in the Relationships Education Policy.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. If we intend to amend it, we shall inform the parents/carers of any changes.

We have developed the curriculum in consultation with parents, carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

### 6. Delivery of Relationships Education

Relationships Education can be taught as a separate curriculum area or as part of an integrated programme (e.g. PSHE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships

› Online relationships ›

Being safe

For more information about our Relationships Education curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single-parent families, Lesbian, Gay, Bisexual and Trans parents and carers, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 Board of Directors**

The Board will approve the Relationships Education policy, and hold the CEO to account for its implementation.

### **7.2 Principals**

The Principal in each federation school is responsible for ensuring that Relationship Education is taught consistently across the school.

### **7.3 Staff**

Staff are responsible for:

- › Delivering Relationships Education in a sensitive way
- › Modelling positive attitudes to Relationships Education
- › Monitoring progress
- › Responding to the needs of individual pupils
- › In each school there will be a person who coordinates Relationships Education. Class teachers will teach Relationships Education lessons.

### **7.4 Pupils**

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to this subject, treat others with tolerance, respect and sensitivity.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships Education. Children and Social Work Act 2017

## **9. Training**

Staff are trained on the delivery of Relationships Education.

## **10. Monitoring arrangements**

The delivery of Relationships Education at federation level is monitored by the CEO through reports from Principals.

The delivery of Relationships Education in each school is monitored by the Principal through regular monitoring processes such as planning reviews, learning walks, and classroom visits.

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the CEO and the Board at least every three years. At every review, the policy will be approved by the Board of Directors. The policy review date is June 2023.

## Appendix 1: Curriculum map

### Relationships Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Spring 1	Relationships: <ol style="list-style-type: none"><li>1. Family life</li><li>2. Friendships</li><li>3. Breaking friendships</li><li>4. Falling out</li><li>5. Dealing with bullying</li><li>6. Being a good friend</li></ol>	Accompanying resources: <ol style="list-style-type: none"><li>1. Staff photo – preferably on IWB.</li><li>2. Song sheet: relationship, lonely child photo, body puzzle template.</li><li>3. Song sheet: relationship, book: ‘Mabel and Me’ by Sarah Warburton, book: ‘George and Martha: the complete stories of two best friends’ by James Marshall.</li><li>4. Song sheet: relationship, sparkly box, bin and bag, assortment of phrases (positive/negative) e.g. you are brilliant, thank you very much, you are stupid, shut up etc., squirty cream and plate.</li><li>5. Wall paper roll, mark-making materials, video clips of tantrums, puppets, calming music.</li><li>6. Song: ‘you’ve got a friend in me’ by Randy Newman, ‘True friends’ song by Miley Cyrus, ‘That’s what friends are for’ fox and hounds song, pictures of friends from TV/movies e.g. Woody and Buzz but separate them so the children match them.</li></ol> NB all lessons require Jigsaw chime, Jerrie Cat and Jigaw pieces.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Spring 1	<p>Relationships:</p> <ol style="list-style-type: none"> <li>1. Belonging to a family</li> <li>2. Making friends/being a good friend</li> <li>3. Physical contact preferences</li> <li>4. People who help us</li> <li>5. Qualities as a friend and person and self-acknowledgement and being a good friend to myself</li> <li>6. Celebrating special relationships</li> </ol>	<p>Accompanying resources:</p> <ol style="list-style-type: none"> <li>1. Family game cards, 'welcome to planet Zarg' powerpoint. 2. Music and blanket for hedgehogs game or children's names put into a hat, song: relationships, powerpoint slide of lonely child, set of 'a good friend should...' cards – one for each group.</li> <li>3. Holding hands images, 'feely bags' containing a variety of textures e.g. velvet, fur, sandpaper, playdoh, stress ball etc.</li> <li>4. People cards, scenario cards.</li> <li>5. Bottle weighted with water or sand or children's names in a hat, powerpoint of incredible children, 'the incredible me' picture frame template.</li> <li>6. Balloons, balloon label template, sticks, balloon with pre-prepared label.</li> </ol> <p>NB all lessons require the Jigsaw chime, 'Calm Me' script, Jigsaw journals, Jigsaw pieces, Jerrie Cat and my Jigsaw journey.</p>
Year 2	Spring 1	<p>Relationships:</p> <ol style="list-style-type: none"> <li>1. Different types of family</li> <li>2. Physical contact boundaries</li> <li>3. Friendship and conflict</li> <li>4. Secrets</li> <li>5. Trust and appreciation</li> <li>6. Expressing appreciation for special relationships</li> </ol>	<p>Accompanying resources:</p> <ol style="list-style-type: none"> <li>1. Families powerpoint, mixing bowl, post it notes, wooden spoon, happy home recipe sheets.</li> <li>2. Powerpoint of different types of contact.</li> <li>3. Powerpoint picture of children, 'mending friendships' chart printed on A3 or displayed on whiteboard, 'mending friendships' resource sheet.</li> <li>4. Wrapped gift box, picture of 'good secret' and 'worry secret'.</li> <li>5. Balloon, people cards, flipchart paper.</li> <li>6. String, coloured paper cut into triangular flag shapes.</li> </ol> <p>NB all lessons require the Jigsaw chime, 'Calm Me' script, Jigsaw journals, Jigsaw pieces, Jerrie Cat and my Jigsaw journey.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Spring 1	<p>Relationships:</p> <ol style="list-style-type: none"> <li>1. Family roles and responsibilities</li> <li>2. Friendship and negotiation</li> <li>3. Keeping safe online and who to go to for help</li> <li>4. Being a global citizen and being aware of how my choices affect others</li> <li>5. Awareness of how other children have different lives</li> <li>6. Expressing appreciation for family and friends</li> </ol>	<p>Accompanying resources:</p> <ol style="list-style-type: none"> <li>1. Male/female jobs powerpoint, Male/female/both cards, sets of the 'whose responsibility?' cards.</li> <li>2. Song: relationships, 'Donkey' powerpoint, solve it together technique, mending friendships resource sheet, friendship conflict scenarios</li> <li>3. Powerpoint slide of the 'gaming app', 'top tips' cards</li> <li>4. World map or globe, bag of items including fair trade chocolate, a T-shirt made in a different country, rice, sugar, sweetcorn, mobile phone, powerpoint: work in other countries.</li> <li>5. Powerpoint: children around the world and handouts, a set of the 'wants and needs' cards cut up, paper and pens to create posters.</li> <li>6. Song: relationships, appreciation streamer description sheet, materials for streamers: strips of coloured paper, pens, wooden batons, tape to secure streamers.</li> </ol> <p>NB all lessons require the Jigsaw chime, 'Calm Me' script, Jigsaw journals, Jigsaw pieces, Jerrie Cat and my Jigsaw journey.</p>



Year 4	Spring 1	<p>Relationships:</p> <ol style="list-style-type: none"> <li>1. Jealousy</li> <li>2. Love and loss</li> <li>3. Memories of loved ones</li> <li>4. Getting on and falling out</li> <li>5. Showing appreciation to people and animals</li> </ol>	<p>Accompanying resources:</p> <ol style="list-style-type: none"> <li>1. Jealousy powerpoint, 'situation cards'.</li> <li>2. Recommended: 'can you hear the sea?', flipchart prepared with scenarios, post it notes, a memory box (filled with items e.g. shell, pine cones, pebbles, photos, other 'precious' items).</li> <li>3. Memory box (from previous lesson), mini whiteboards and pens (or paper and pens), powerpoint photo of Tammy, candle, paper and pens for creating poems and pictures.</li> <li>4. Mini whiteboards and pens (or paper and pens), 'make friends, break friends?' scenario cards, 'mending friendships' slide, 'solve it together' technique slide.</li> <li>5. Squares of strong coloured paper or card 20cm square, a range of collage materials and glue.</li> </ol> <p>NB all lessons require the Jigsaw chime, 'Calm Me' script, Jigsaw journals, Jigsaw pieces, Jerrie Cat and my Jigsaw journey.</p>
YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Spring 1	<p>Relationships:</p> <ol style="list-style-type: none"> <li>1. Self-recognition and self-worth and building self-esteem</li> <li>2. Safer online communities</li> <li>3. Rights and responsibilities online</li> <li>4. Online gaming and gambling and dangers of online grooming</li> <li>5. Reducing screen time</li> <li>6. SMARRT internet safety rules</li> </ol>	<p>Accompanying resources:</p> <ol style="list-style-type: none"> <li>1. Mini whiteboards and pens (or paper and pens), paper and pens.</li> <li>2. Labels for the online safety game (Safe, Unsafe, I'm not sure).</li> <li>3. Powerpoint slide: different online communities, flipchart and pens.</li> <li>4. Powerpoint slide 'Mia's story', game cards.</li> <li>5. Mini whiteboards and pens (or paper and pens), countdown timer (physical or online), powerpoint slide: Mason's story, 'are you having too much screen time?', screen solutions resource, screen time log (optional).</li> <li>6. Powerpoint of text messages, of 'Clare', 'staying safe and happy online' paper and pens for poster designs.</li> </ol> <p>NB all lessons require the Jigsaw chime, 'Calm Me' script, Jigsaw journals, Jigsaw pieces, Jerrie Cat and my Jigsaw journey.</p>

Year 6	Spring 1	<p>Relationships:</p> <ol style="list-style-type: none"> <li>1. Mental health</li> <li>2. Identifying mental health worries and sources of support</li> <li>3. Love and loss and managing feelings</li> <li>4. Power and control and assertiveness</li> <li>5. Technology safety</li> <li>6. Take responsibility with technology use</li> </ol>	<p>Accompanying resources:</p> <ol style="list-style-type: none"> <li>1. Post it notes or slips of paper, powerpoint slide 'mental health definition', powerpoint slide of a set of scales, 'situation cards'.</li> <li>2. Ball of string or wool, powerpoint slide 'thoughts, feelings, actions cycle' and handouts, scenario cards.</li> <li>3. 20 random objects on a tray, loss or change cards, post it notes, powerpoint – stages of grief, optional book: 'can you hear the sea?', scenario cards.</li> <li>4. Powerpoint slide 'power and control', power and control scenario cards.</li> <li>5. Calculators, SMARRT rules powerpoint, 'online scenario cards'.</li> <li>6. Powerpoint slide SMARRT rules from last lesson, powerpoint slide of confused adult and of outdated technology, planning sheets for internet safety powerpoint presentation.</li> <li>7. 'Agree' and 'disagree' labels, powerpoint slides of boy-friend/girl-friend couples.</li> </ol> <p>NB all lessons require the Jigsaw chime, 'Calm Me' script, Jigsaw journals, Jigsaw pieces, Jerrie Cat and my Jigsaw journey.</p>
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage and formal civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships □ The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking (consent) and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

Being safe

- 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

