

Beatrix Potter School Relationships Policy

Relationships education is “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health.”
DfEE 2000

At Beatrix Potter, Relationships Education will be taught within the framework of PSHE and Citizenship, SEAL and the National Curriculum for science.

Aims

At Beatrix Potter School, we aim for pupils to:

- Learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- Gain knowledge about the human body so that they can understand and feel comfortable with their own bodies and sexual nature.
- Gain knowledge and understanding about the physical and emotional changes that take place during puberty.
- Learn how to manage friendships and relationships confidently and sensitively and to recognise and avoid exploitation and abuse.
- Reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Content

It is our policy as a staff to satisfy the non-statutory guidelines of the National Curriculum Order for PSHE and Citizenship, the National Curriculum for Science, the Education Act 1996 section 351 and the Learning and Skills Act 2000 and to provide opportunities for all pupils to learn and achieve, to promote children’s spiritual, moral social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Foundation

The Foundation Stage guidance underpins all future learning in the Foundation Stage by supporting, fostering, promoting and developing children’s personal, social and emotional well-being. It prepares children for future schooling and to help transfer to the next stage without stress. It provides for all children to succeed at their own level in an atmosphere of care and of feeling valued.

Key Stage 1

During Key Stage 1, pupils learn:

- That animals and humans can produce offspring and these grow into adults.
- That both babies and pets have needs and why families are special for caring and sharing.
- How to stay healthy and keep clean.
- The agreed names for the sexual parts of the body.
- The similarities and differences between themselves and others and to treat others with sensitivity.

- To recognise when they feel safe and unsafe and are aware of the need to talk to someone they trust when they are worried.
- To recognise and name the basic feelings and to experience sharing feelings with others.
- That they have control over their actions and bodies and why teasing can be hurtful.

Key Stage 2

During Key Stage 2, pupils learn:

- The physical and emotional changes that take place at puberty, why they happen and how to manage them.
- About the main stages of the human life-cycle and the life processes common to humans and adults including reproduction.
- The basic facts about the processes of conception, pregnancy and birth.
- That a family is important to children growing up, about different family arrangements, including the place of marriage, and to accept there is a wide range of different family arrangements.
- That safe routines can lessen the spread of viruses including HIV.
- To recognise their changing emotions with friends and family and to express their feelings and opinions.
- To listen to and support their friends and to manage friendship problems.
- About the many relationships in which they are all involved.
- To recognise the pressure of unwanted and inappropriate physical contact and know whom they can ask for help and support.
- To recognise and challenge stereotypes in relation to gender
- About the different forms of bullying, why being different can provoke bullying and the feelings of both bullies and victims.
- How the media can impact on forming attitudes.

The Christopher Winter Project curriculum will be used to deliver the relationships education programme as follows:

Year 1 – Growing and Caring for Ourselves

Lesson 1 – Keeping Clean

Lesson 2 – Growing and Changing

Lesson 3 – Families and Care

Year 2 - Differences

Lesson 1 – Differences: Boys and Girls

Lesson 2 – Differences: Male and Female (DVD: Living and Growing Unit 1 – Programme 1 – Differences.)

Lesson 3 – Naming the Body Parts

Year 3 – Valuing Difference and Keeping Safe

Lesson 1 – Differences: Male and Female (DVD: Living and Growing Unit 1 – Programme 1 – Differences.)

Lesson 2 – Personal Space

Lesson 3 – Family Differences

Year 4 – Growing Up

Lesson 1 – Growing and Changing

Lesson 2 – Body Changes and Reproduction (DVD: Living and Growing Unit 1 – Programme 2 – How did I get here?)

Lesson 3 – What is Puberty? (DVD Living and Growing Unit 2 – Programme 4 – Changes)

Year 5 – Puberty

Lesson 1 – Growing and Changing (DVD: Living and Growing Unit 2 – Programme 4 – Changes)

Lesson 2 – Male and Female Changes

Lesson 3 – Puberty and Hygiene

Year 6 – Puberty and Reproduction

Lesson 1 – Puberty and Reproduction

Lesson 2 – Relationships and Reproduction (DVD: Living and Growing Unit 2 – Programme 5 – How babies are made)

Lesson 3 – Conception and Pregnancy (DVD: Living and Growing Unit 2 – Programme 6 – How babies are born)

Lesson 4 – Emotional and Physical aspects of Puberty (DVD: Living and Growing Unit 3 – Programme 7 & 8 – Girl Talk and Boy Talk)

Lesson 5 – Peer Pressure and the Media

Long, Medium and Short Term Planning

Long Term Plans

Long-term planning for Relationships Education within the framework of SEAL, P.S.H.E. and Citizenship is undertaken in the context of the school's overall curriculum plan which reflects the needs of all children. The long-term plan shows how the SEAL strand of Relationships is distributed across the years of both key stages in a sequence that promotes curriculum continuity and progress in children's learning. Units will be linked with work in other subjects where appropriate.

Medium Term Plans

Our medium-term planning is based upon the Christopher Winter Project Schemes of Work and also covers the National Curriculum for Science.

Short Term Plans

The Christopher Winter Project detailed lesson plans will be used by teachers to deliver the programme and ensure the learning intentions are covered.

It is important that teachers have some freedom to respond to the needs of their class and so the scheme of work should be seen as guidance, to be used in a flexible way, with any other issues which arise being covered and noted on the scheme of work.

Effective Provision

The delivery of Relationships Education is undertaken by staff who feel comfortable with the content and style of delivery necessary for its successful implementation. The staff at Beatrix Potter have received training from the Christopher Winter Project to ensure they feel confident to undertake teaching Relationships Education.

In order to help children to develop confidence in talking, listening and thinking about sex and relationships, the following teaching strategies will be used:

- Establishing ground rules with pupils to ensure a safe environment is created in which no-one feels embarrassed or anxious and to allow teachers to deal with unexpected or inappropriate questions.
- Using distancing techniques to depersonalise discussions. Role-plays, case studies with invented characters and theatre in education groups can assist in

helping pupils discuss sensitive issues and develop their decision-making skills in a safe environment. A question box will also be used so that children can ask questions anonymously.

- Discussion and circle time to enable children to practise their social and personal skills and to consider and express their beliefs and attitudes about different topics.
- Allowing children time to reflect on what they have learned and to form new understanding, skills and attitudes.

Cross-Curricular Opportunities

When relevant, Relationships Education will be linked with other areas of the curriculum. There are close links with the Science curriculum. Literacy speaking and listening skills will be developed through pupils taking part in discussion, circle time activities, debates and role-play.

Parent Partnership

We work in partnership with parents, informing them of the content of the Relationships programme and inviting them to view any materials which will be shown to pupils.

Parents have the right to withdraw their children from all or part of the Relationships Education programme apart from those parts included in the statutory National Curriculum.

Equal Opportunities

As a staff, we endeavour to maintain an awareness of, and to provide for, equal opportunities for all our pupils in Relationships Education. We aim to take into account cultural background, gender and Special Needs, both in our teaching and in the published materials we use with our pupils.

We are aware that some areas of the Relationships Education programme may be sensitive to some cultures and religions and therefore we invite parents to view the materials and can arrange for children to withdraw from some parts of the programmes.

In most instances, boys and girls will undertake relationships activities as a mixed group. However, there will be some times when speaking to single sex groups will be most appropriate due to religious or cultural beliefs or because the pupils will feel safer and less embarrassed.

Pupils with Special Educational Needs

Pupils with special educational needs are included in Relationships Education. IEPs are used to address and monitor specific needs and to ensure support is given where it is needed.

Resources and Additional Activities

The school endeavours to provide pupils with a range of resources and events to support and enhance the teaching of relationships education.

These include:

The Christopher Winter Project Resources: Pictures, Interactive whiteboard activities and worksheets.

Channel 4 series of videos – All About Us: Living and Growing

Books for pupils and teachers

Visits from the school nurse and the community police officer
Big Fish Theatre performance and workshop (Drugs and Relationships)

Confidentiality and Protection

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on to the headteacher if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The headteacher will then decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.