

Kings Road CPS



Relationships Education

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Excellence, in every area without compromise

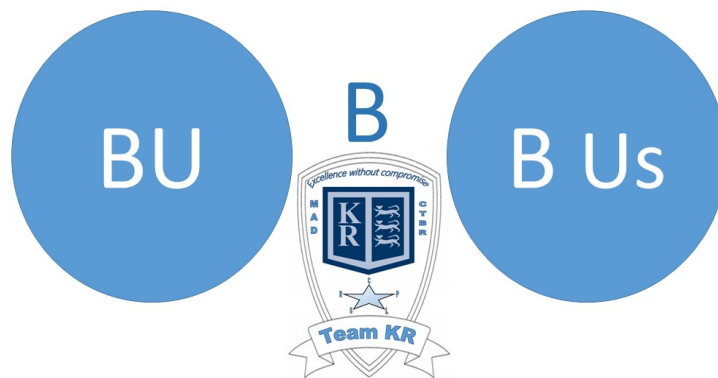
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Overview

Kings Road is a school that holds the values of equality, respect for all and diversity central to its aspirations for all members of the school. We believe that each individual is unique and wonderful; we desire each unique and wonderful member of the school to bring their individuality to our school in order to help us to be the best that we can be.

BuBu



Bubu, stands for

Be You

Be Us

Bubu defines the school's desire for excellent team work though the culmination of individuality and shared values.

Kings Road Vision and Values

The infographic for Kings Road Primary School features a central crest with the letters 'KR' and a shield. The background is light blue with a pattern of purple stars. The text is organized into several sections:

- Kings Road Primary School** (Title)
- Vision**: At Kings Road we believe each child should be safe, cherished, valued, free to develop and encouraged to succeed.
- Kings Road Values** (What we think is important in order to achieve our vision):
 - Equality
 - Happiness
 - Respect
 - Positive attitude
 - Curiosity
 - Honesty
- Our school Ethos**:
 - Warmth
 - Love
 - Caring
 - Belonging
 - Team-work
 - Family
- Our Golden Aims** (We aim to create a learning environment to):
 - Provide enriching experiences
 - Develop resilient individuals
 - Promote ambitious mind-sets
 - Develop responsible citizens
 - Provide a nurturing and safe environment
 - Develop creative thinkers
- Excellence without compromise** (Slogan)

Aims

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of physical development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around inclusion and diversity
- Teach pupils the correct vocabulary to describe themselves and their bodies

Overview

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

Families and people who care for me

📖 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 other people's 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

- ▣ 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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

- ▣ The importance of respecting others, even when they're 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 cyber-bullying), 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

- ☞ That people sometimes behave differently online, including by pretending to be someone they're not
- ☞ That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've 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)
- ☞ About the concept of privacy and the implications of it for both children and adults (including that it's 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/unsafe physical and other contact
- ☞ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- ☞ How to report concerns or abuse, and the vocabulary and confidence they need to do so
- ☞ Where to get advice (e.g. family, school, other sources)

Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationships Education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Kings Road we teach Relationships Education as set out in this policy.

Definition

Relationship Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, respect of others and self, healthy lifestyles, diversity and personal identity.

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

Relationship Education is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is available on the website. We use the 'Jigsaw' approach to setting our learning..

We have developed the curriculum in consultation with parents, 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 don't seek answers online.

The curriculum is online and available on request from the Office. Additionally, the PHSE co-ordinator and/or headteacher are willing to discuss the curriculum with parents when an appointment has been made.

6. Delivery of Relationships Education

Relationship Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationship Education are taught within the science curriculum, and other aspects are included in religious education (RE).

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 Appendix A

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, LGBT parents, 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).

Roles and responsibilities

The governing board

The governing board will approve the Relationships Education policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from components of Relationship Education (see section 8).

Staff

Staff are responsible for:

- ▣ Delivering Relationship Education in a sensitive way
- ▣ Modelling positive attitudes to Relationship Education
- ▣ Monitoring progress
- ▣ Responding to the needs of individual pupils
- ▣ Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Relationship Education

Staff do not have the right to opt out of teaching Relationship Education. Staff who have concerns about teaching Relationship Education are encouraged to discuss this with the headteacher.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within Relationship Education. However, at Kings Road this will be unlikely as we have opted to only deliver the statutory components of the curriculum.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Monitoring arrangements

The delivery of Relationship Education is monitored by The SLT and the PHSE Co-ordinator in line with the schools existing monitoring processes (learning walks, book scrutiny, lesson observations and pupil perception interviews)

