

# Relationships Education Policy



Reviewed March 2025

## **1. School ethos / values statement**

At George Grenville Academy, we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From 2021, statutory Relationships Education and Health Education will be part of the taught curriculum within Personal, Social, Health, Economic Education (PSHE). This is an essential part of a child's education and contributes to their personal development.

## **2. Aims of the Relationships policy**

All state funded primary schools are required to teach Relationships Education and to have a Relationships Education policy by 2021.

### **The aim of this policy is to**

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education

- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education

### **Legal Requirements**

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the Department for Education (DfE) (June 2019)

To comply with the requirements to have an up to date Relationships Policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education( June 2019)

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy

At George Grenville Academy, we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary, we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. (Please see Sex Education Policy)

### **3. Development of the policy**

This policy was developed by the PSHE lead in consultation with staff, school governors, parents and pupils through pupil voice meetings with school council and Year 6, staff meetings, small group consultation and information evenings. Guidance from the PSHE advisor for Buckinghamshire County Council has also been sought.

#### **This policy links to:**

PSHE Policy

Sex Education Policy

Child Protection Policy

Anti-Bullying Policy

Behaviour Policy

Equality Statement

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

#### **4. Definition of Relationships Education**

Statutory Relationships at George Grenville Academy is taught through the PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance. (See appendix 1) Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access help when needed.

#### **5. The Curriculum**

##### **Intent**

Why teach Relationships Education?

Relationships Education will become statutory from 2021. High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply on line, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as ChildLine)

- Ask a trusted adult rather than go on line with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can cause them harm
- Recognise intimate physical relationships are for adults

## **Implementation**

Relationships Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level. Further details can be found in appendix 1.

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils, we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what, is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Outcomes for Relationships Education are defined by the DfE and cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- On line relationships
- Being safe\*

### **\*Vocabulary**

We teach the correct scientific names of all body parts from year 1 onwards. The words for genitalia are building blocks for understanding the difference between boys and girls, learning about normal bodily functions and hygiene, puberty, and later, about sexual health. It is also vital for learning about physical boundaries and privacy, about what kind of physical contact is acceptable and unacceptable. This is taught in a matter of fact and simple way. A list of key vocabulary can be found in [appendix 2](#). Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

**NB Sex Education is taught as part of the PSHE curriculum in the context of Relationships Education but is not a mandated requirement. Please see the Sex Education Policy for further details.**

## **What we use**

At George Grenville Academy, we use the PSHE Association and Medway's scheme of work for the planning and delivery of Relationships Education. This is a question-based approach, beginning in Key Stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question. We enhance this with material and lesson plans from the National Online Safety Organisation. The programme of study is adapted to suit the needs of our community to provide a relevant and age appropriate curriculum. We also use other resources to supplement this curriculum from NSPCC as part of our provision. We provide a spiral curriculum to ensure pupils are taught key aspects of Relationships Education at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

## **When/How?**

At George Grenville Academy, Relationships Education is taught as part of our PSHE curriculum. PSHE is timetabled once a week and delivered by class teachers. The PSHE curriculum (including Relationships Education) has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in 3 units, Relationships Education being one core unit which is revisited each academic year. The overview is available in [appendix 3](#) and is also available to view on the school website.

## **How delivery and content will be made accessible to all pupils including SEND**

In that majority of cases, lessons and resources will be adapted by the class teacher to meet the individual needs of the class. Where there are more significant access barriers, lessons and materials will be adapted by the class teacher, with advice from the school's special educational needs and disability coordinator and other outside professionals. The PSHE Educational Planning Framework for Pupils with SEND is used to support any adaptations that are needed. This framework breaks down each area of learning into 6 progressive stages, starting with the first stage, 'Encountering', through to the final stage, 'Enhancement'. Each stage builds on the one before, assumes that the pupil has met the previous stage's outcomes. The framework is used to support pupils with SEND by:

- Using the strand in the planning framework that best matches the Programme of Study topic which is being taught to the rest of the class.
- Using the learning outcomes in the planning framework to support targets and identified areas of need in a pupil's Education, Health and Care plan (EHC).
- Using the learning outcomes in the planning framework to support a pupil's individual targets

## **Curriculum Information – see appendix 3 and 4**

The curriculum for PSHE is divided into 3 stands: Relationships, Health and Wellbeing and Living in the Wider World. The school follows the PSHE Association's programme of study that covers all of the statutory expectations. See [appendix 3](#) for the curriculum overview and [appendix 4](#) for the breakdown in coverage for the Relationships strand.

## **Managing Difficult Questions**

All aspects of PSHE are underpinned by shared and understood ground rules (see appendix 5) with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

## **Impact**

### **High quality Relationships Education will enable our pupils to:**

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and vice versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help

## **6. Confidentiality and safeguarding**

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DSL and share concerns with parents/carers according to the school's safeguarding procedures.

## **7. Roles and Responsibilities**

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships policy. The governing body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education.

Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

### **8. Working with outside agencies and visiting speakers**

The PSHE curriculum will be led by the PSHE lead and will be taught by class teachers and teaching assistants as appropriate. If we use the services of external contributors (for example the school nursing team), the school will ensure that they have a clear knowledge of the schools' PSHE programme of study and understands the objectives of the session and the aims and outcomes of the learning.

### **9. Monitoring, evaluation and training**

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

### **10. Working with parents and carers (consulting, informing and supporting)**

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, Relationships policy and Sex education policy.

We have an open door policy for any parents/ carers who wish to find out more about our Relationships provision. We consult with parents, carers and the wider community through information evenings and working parties to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

We welcome and encourage parents and carers to make an appointment with the class teacher or the headteacher to discuss any aspect of the Relationships curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum

also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

### **Useful information for parents**

There is a designated area on the school website where parents/carers can be signposted to trusted external websites eg ParentZone, National Online Safety, NSPCC, ThinkUKnow. The DfE parent guide is also published on the school website.



## Relationships – primary - DEF information from statutory guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-educationrse-and-health-education/relationships-education-primary>

### By the end of primary:

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

should know:

- 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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

#### **Caring friendships** Pupils

should know:

- 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**

Pupils should know:

- 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** Pupils

should know:

- 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**

Pupils should know:

- 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, for example family, school or other sources

## Key Vocabulary

The following gives definitions that are suitable and recommended to use with younger pupils at Key Stage one by **Medway Primary PSHE Association** and **The PSHE Association**;

Vocabulary Used from KS1	Vocabulary Used in Upper KS2 (Year 5 - Year 6)
<p><b><u>Female genitalia (parts that determine sex)</u></b> <b>Vulva:</b> The area between the legs, which includes the openings to the vagina and urethra, the clitoris and the soft skin covering them</p> <p><b>Vagina:</b> The small opening between the legs — a small tube from the outside to the inside of the body</p> <p><b>Urethra:</b> The tiny opening near the vagina of a tiny tube through which urine ‘wee’ leaves the body</p> <p><b><u>Male genitalia (sex parts)</u></b></p> <p><b>Penis:</b> The spongy tissue that dangles between the legs. Boys urinate ‘wee’ through a tube in their penis (the urethra)</p> <p><b>Testicles:</b> Two plum-shaped ‘balls’ in a squashy bag (the scrotum) behind the penis.</p> <p><b>Urethra:</b> The tube in the penis which urine ‘wee’ leaves the body</p> <p><b><u>Other Vocabulary</u></b></p> <p><b>Anus:</b> the opening through which faeces (poo) leaves the body.</p>	<p><b><u>Female external genitalia and internal female reproductive organs</u></b></p> <p><b>Cervix:</b> the small opening in the lower part of the uterus. It connects the uterus to the top of the vagina. This opening stretches wide when it’s time for a baby to be born.</p> <p><b>Fallopian tubes:</b> the passageways through which an egg travels on its way to the uterus.</p> <p><b>Labia:</b> the folds of soft skin that covers the vulva.</p> <p><b>Ovary:</b> there are two ovaries: one on each side of the uterus. The ovaries contain eggs.</p> <p><b>Uterus:</b> made of strong muscle and hollow inside, it’s the size and shape of an upside-down pear and is connected to both the fallopian tubes and the inside of the vagina. This is where a baby grows until it’s ready to be born.</p> <p><b><u>Male genitalia</u></b></p> <p><b>Scrotum:</b> The skin sack that hangs under the penis and contains the testicles.</p> <p><b><u>Other Vocabulary</u></b></p> <p><b>Pubic hair:</b> the hair that grows above and around the genitals in young people and adults: it starts to grow during puberty. Urethra</p>

When talking about the male and female genitalia, the school also highlights the NSPCC underwear rule. (<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>) This will not be taught in-depth in lessons regarding body parts, it will be covered in separate lessons on keeping safe.

**Appendix 3** PSHE Curriculum Overview (Relationships Education in pink)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

## Appendix 4 Relationships Curriculum Year by Year

### Year 1

<p><b>What is the same and different about us?</b></p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p>	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths how</li> <li>• their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>
<p><b>Who is special to us?</b></p> <p>Ourselves and others; people who care for us; groups we belong to; families</p>	<ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the</li> <li>• different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but</li> <li>• share common features – what is the same and different about them about different features of family life, including what families do / enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>

### Year 2

<p><b>What makes a good friend?</b></p> <p>Friendship; feeling lonely; managing arguments</p>	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it how</li> <li>• people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul>
<p><b>What is bullying?</b></p> <p>Behaviour; bullying; words and actions; respect for others</p>	<ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>

### Year 3

<p><b>How can we be a good friend?</b></p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p>	<ul style="list-style-type: none"><li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li><li>• how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships</li><li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li><li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li></ul>
<p><b>What are families like?</b></p> <p>Families; family life; caring for each other</p>	<ul style="list-style-type: none"><li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li><li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li><li>• how people within families should care for each other and the different ways they demonstrate this</li><li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li></ul>

### Year 4

<p><b>How do we treat each other with respect?</b></p> <p>Respect for self and others; courteous behaviour; safety; human rights</p>	<ul style="list-style-type: none"><li>• how people's behaviour affects themselves and others, including online</li><li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li><li>• about the relationship between rights and responsibilities about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</li><li>• the rights that children have and why it is important to protect these*</li><li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li><li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li></ul>
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## Year 5

<p><b>How can friends communicate safely?</b></p> <p>Friendships; relationships; becoming independent; online safety</p>	<ul style="list-style-type: none"><li>• about the different types of relationships people have in their lives</li><li>• how friends and family communicate together; how the internet and social media can be used positively</li><li>• how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe</li><li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li><li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li><li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li></ul>
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## Year 6

<p><b>What will change as we become more independent?</b></p> <p><b>How do friendships change as we grow?</b></p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"><li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li><li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li><li>• how puberty relates to growing from childhood to adulthood</li><li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made<sup>2</sup></li><li>• how growing up and becoming more independent comes with increased opportunities and responsibilities how friendships may change as they grow and how to manage this</li><li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li></ul>
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## Appendix 5

### Ground rules for PSHE lessons

At George Grenville Academy, G.R.O.U.N.D. rules are used to help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules, school values and the school's behaviour policy. Pupils and teachers re-visit them at the start of every lesson, add any extra rules if needed as a class and apply them in all discussion and group activities.

G = **G**iggling is okay but laughing at others is not.

R = **R**espect what each other has to say.

O = **O**ption to pass if something feels too private.

U = **U**se the dictionary words for our bodies.

N = **N**o question is a silly question.

D = **D**on't tell personal stories about anyone.

