



Relationships Education Policy

1 Vision

We value our school community which is comprised of many different cultures and faiths. The school aims to educate pupils within a broad and balanced curriculum so that they become confident, successful and caring individuals within our society. This includes a duty to make sure that the school promotes their social, moral and cultural development.

We believe that Relationships Education is about understanding the importance of loving and caring relationships. It is about giving individuals the knowledge to enable them to protect themselves and make informed decisions in their future lives. In line with the intent of our whole school curriculum, we aim to develop their language skills so that pupils can express themselves using accurate vocabulary. It promotes self-esteem, emotional well-being and respect for others.

2 Statutory Requirements

As a maintained primary school we must provide relationships education as per section 34 of the Children and Social Work Act 2017:

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

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

We are also required to teach the elements of RSE (Relationships and Sex Education) which are contained within health education. This is also a statutory requirement of the Children and Social Work Act 2017. These requirements are that by the time pupils leave primary education they will know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes and about menstrual wellbeing, including key facts about the menstrual cycle.

3 Definition

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

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

Relationships Education is not about the promotion of sexual activity.

4 Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place;
- To provide knowledge and information to which all pupils are entitled;
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- To help pupils develop self-esteem and confidence and empathy, especially in their relationships with others;
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness;
- Create a positive understanding around issues of sexuality and relationships;
- To ensure that relationships education is available to all children regardless of gender, ability, culture or religion.
- To enable pupils to understand appropriate boundaries in relationships and keep themselves safe, including online.
- To recognise when they need to talk to a trusted adult about a relationship and how to ask for help or advice.

5 How Relationships Education is taught:

Relationships Education focuses on giving pupils the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families;
- Respectful relationships, including friendships;
- Online and the effect of the media;
- Being safe;
- Changing adolescent body and how this might affect their feelings & emotions

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 people may have a different structure of support around them (for example looked after children or young carers).



Relationships Education teaching will be delivered within the context of relationships and mainly through the PSHE curriculum. We consider our teaching methods and materials carefully so that children are taught only what is appropriate for their age. For example, in Reception they begin to learn the names of different parts of the body but it is not until Year 4 that they begin to learn the scientific names for the sexual body parts. See Appendix A for further details.

We would like to be able to teach our Year 6 pupils about act of sexual reproduction within the context of loving and respectful relationships. Currently, the act of sexual reproduction is not taught in these sessions, but should a child ask a direct question it will be answered in scientific terms and in an age appropriate way. The class teacher will discuss this with the child's parents privately.

6 Equal opportunities

All pupils will have the opportunity to participate in RSE. However the school aims to respect cultural beliefs and therefore will try to rearrange the curriculum so that puberty lessons don't take place during Ramadan.

7 Parents' right to withdraw

We respect the opinions and values of all our parents and aim to work in partnership with them. Parents play a key role in teaching their children about relationships and maintaining the culture and ethos of their family. They also have a crucial role in helping their children cope with the emotional and physical aspects of growing up.

This policy will be available to parents on the school website. We encourage parents to come into school and talk to us about any concerns which they may have.

Parents **do not** have the right to withdraw their children from relationships education because it is now statutory.

Parents **do not** have the right to withdraw their children from PSHE lessons which contain content about puberty because this part of health education is now statutory. The school will send out letters to make pupils aware when this content is going to be covered in lessons.

Parents **do** have the right to withdraw their children from PSHE lessons which contain information about the act of sexual reproduction.

8 Child Protection

An important aspect of Relationships Education is that it equips pupils with the knowledge to recognise if they have been abused and the vocabulary to explain what has happened to a member of staff.

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship can lead to disclosure of a child protection issue. (DfEE, 2000, p.30)

All staff have an awareness of child protection procedures and will follow them if this occurs. (See policy)



9 Roles and responsibilities

9.1 The role of the Governors

The school governors will approve the RSE policy and hold the headteacher to account for its implementation. The governors are responsible for the curriculum and are kept informed of any new developments relating to RSE.

9.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school. She is also responsible for managing requests to withdraw pupils from elements of SRE education such as the puberty lessons that take place in year 4 and 6.

9.3 The PSHE Co-ordinator

The PSHE Co-ordinator is Miss Wilde. She will:

- Lead policy development and implementation;
- Attend training and disseminate to staff;
- Support colleagues to enable them to teach SRE effectively, particularly when faced with controversial topics or difficult questions from pupils;
- Monitor progression and attainment through lesson observation, book scrutiny and teacher assessment records.
- Develop in depth knowledge of the subject and keep up to date with developments;
- Review annually the resources available and purchase any necessary equipment and books.

9.4 The Staff

Staff are responsible for:

- Delivering SRE in a sensitive way, taking into account the different cultural backgrounds and beliefs of pupils and their families;
- Modelling positive attitudes to SRE;
- Monitoring and assessing progress through the 'I can' statements for each unit of work and give the completed assessment sheets to the PSHE co-ordinator each half term;
- Responding to the individual needs of pupils;
- Ensuring that their own personal beliefs and attitudes do not prevent them from teaching the curriculum in a balanced way.

9.5 The Pupils

Pupils are expected to:

- treat others with respect and sensitivity;
- follow the ground rules set by the teacher.



10 Policy Development

This policy has been developed in consultation with staff, parents and governors. It will be reviewed every 2 years.

This Policy has been reviewed and adopted by the Governing Body On:

This policy was reviewed and approved by Governors remotely, during the school closure and community lockdown due to the Covid-19 crisis. Electronic signature provided.

Date: 29/6/2020

Signed: Trevor Moisey

(Chair of Governors)



Appendix A

At Key Stage 1 pupils are taught to:

- Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings;
- Recognise that bullying is wrong and list some ways to get help in dealing with it;
- Recognise the effect of their behaviour on other people, and cooperate with others;
- Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another;
- Recognise choices they can make and recognise the difference between right and wrong.

At Key Stage 2 pupils are taught to:

- Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges;
- Express their views confidently, and listen to and show respect for the views of others;
- Identify some factors that affect emotional health and well being;
- Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being;
- Identify different types of relationships and show ways to maintain good relationships;
- Describe the nature and consequences of bullying, and express ways of responding to it;
- Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices.

The national science curriculum also covers some topics related to human reproduction.

At Key Stage 1 pupils are taught to:

- Recognise that humans and other animals have offspring that grow into adults;
- Label the basic parts of the human body.

At Key Stage 2 pupils are taught to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;
- Describe the life process of reproduction in some plants and animals.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;



In Year 4 pupils will also have some sessions during PSHE lessons where they will be taught:

- About puberty and the changes which take place physically and emotionally;*
- To recognise the main external parts of the bodies of humans, including scientific names for body parts;*
- To understand the physical differences between males and females;*
- To value their own body and recognise its uniqueness;
- To understand the benefits of carrying out regular personal hygiene routines.

** Boys and girls are taught separately.*

In Year 6 pupils will also have some sessions during PSHE lessons where they will be taught:

- To identify male and female body parts and describe their functions;*
- To know and understand about the physical changes that take place at puberty, including the menstrual cycle, why they happen and how to manage them;
- To understand that physical change happens at different rates for different people;*
- To know about new aspects of personal hygiene relevant to puberty;*
- To understand how the media, families and friends can influence attitudes to their bodies;
- To know about new aspects of personal hygiene relevant to puberty;
- To consider how they have some responsibility for the feelings and well-being of others;
- To consider the need for trust and love in marriage and established relationships and recognise that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.

** Boys and girls are taught separately.*