



STOKENCHURCH PRIMARY SCHOOL & NURSERY



AIMING HIGH ... FLYING HIGHER

Everything we do makes a difference to our children; empowering minds and shaping futures.



RELATIONSHIPS EDUCATION POLICY

| | |
|-------------------|----------------|
| Updated by | Lou Smye |
| Updated when | Summer 1 2025 |
| Ratified by | FGB |
| Ratified when | Summer 1 2025 |
| Signed by | Dr Gary Murton |
| Next Review Date | Summer 1 2027 |
| Statutory Policy | Yes |
| On school website | Yes |

STATEMENT

This document is a statement of the aims and principles for the teaching of Relationships Education at **STOKENCHURCH** Primary School & Nursery. This policy was re-written in March 2020 in consultation with staff, governors and parents to reflect the statutory changes to the primary curriculum which will come into force in September 2020. This policy has been updated in line with KCSiE 2024 and reflects current teaching practice, processes and policies at **STOKENCHURCH**.

This policy will be reviewed annually by the Curriculum Leader and will be re-submitted biannually for approval by the Curriculum committee.

OVERALL AIMS AND OBJECTIVES OF SUBJECT

OUR AIMS IN TEACHING RELATIONSHIPS EDUCATION

At **STOKENCHURCH** 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 September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

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 DfE (June 2019)

To comply with the requirements to have an up-to-date Relationships policy developed in consultation with 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 **STOKENCHURCH** we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary school it is the right of parents and carers to withdraw their child from designated Sex Education lessons if they wish to. (Please see Sex Education Policy)

DEFINITION OF RELATIONSHIPS EDUCATION

Statutory Relationships at **STOKENCHURCH** is taught through the KAPOW RS/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). Relationship 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.

THE CURRICULUM

INTENT

At **STOKENCHURCH**, we aim to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. **STOKENCHURCH** follows Kapow Primary's RSE/PSHE curriculum which covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

The scheme does not specifically cover gender identity, although identity is a theme that runs through all year groups and units more generally.

Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2024)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND). In response to the child-on-child sexual violence and sexual harassment updates to Part 5 of Keeping Children Safe in Education (DfE, 2024), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

IMPLEMENTATION

RSE and PSHE is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- **Building relationships**
- Managing self

Key stage 1 and 2:

- **Families and relationships**
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area of relationships is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education. The scheme supports the requirements of the Equality Act through direct teaching, for example,

learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

IMPACT

Each lesson within our RSE and PSHE curriculum features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson.

Each unit of lessons comes with an assessment quiz and knowledge catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.

Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

MANAGING DIFFICULT QUESTIONS

All aspects of PSHE are underpinned by shared and understood ground rules (see appendix 3) 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 (or something similar) 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. Teachers will discuss with year lead and/or subject leader if required.

ASSESSMENT, MONITORING, MARKING & TARGET SETTING

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

Children with Support Plans and EHC plans are supported in class by teachers and LSAs as appropriate, in line with the requirements of their plans.

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 DLS and share concerns with parents/carers according to the school's safeguarding procedures.

WORKING WITH PARENTS AND CARERS

Working with parents and carers to provide the best education is very important to us at **STOKENCHURCH**. Further information can be accessed through the PSHE page on the school website or by talking to teachers. Information is also given at the beginning of the year parents Welcome Evening. This policy was written in consultation with parents and carers through the school website.

Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Please see the Sex Education policy for the right to withdraw from Sex Education lessons and protocols.

EQUAL OPPORTUNITIES

The school is responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances have equal access to the whole curriculum and make the greatest progress according to individual need. Gender and cultural differences will be reflected positively in the teaching materials used.

HEALTH AND SAFETY

All equipment is used in accordance with health and safety requirements. Please refer to the School's Health and Safety policy.

RESOURCES

Lesson plans are taken and adapted from the scheme: KAPOW

ROLE OF CURRICULUM SUBJECT LEADER

Refer to Curriculum Subject Leader job description.

APPENDIX 1 - DfE Descriptors

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

APPENDIX 2 - Dfe Guide for Parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

APPENDIX 3 - Ground Rules

- G. Giggling is okay but laughing at others is not
- R. Respect for myself and others is important
- O. Option to pass on answering questions is available to all
- U. Use dictionary words when describing the body

N. No question is a silly question!

D. Do use "Someone I know..." instead of the person's name

APPENDIX 4 – Equality Act

<https://www.legislation.gov.uk/ukpga/2010/15/contents?view=plain>