



RELATIONSHIPS EDUCATION POLICY

Updated by	Victoria Cetinich
Updated when	March 2023
Ratified by	Curriculum Committee
Ratified when	March 2023
Signed by	Mr R. Shea
Next Review Date	March 2024
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. 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 reflects current teaching practice, processes and policies at **STOKENCHURCH** Primary School.

This policy will be reviewed annually by the Curriculum Subject 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** Primary School 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** Primary School 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** Primary School is taught through the Jigsaw 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 behaviors, 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

Why teach Relationships Education?

Relationships Education became statutory from September 2020. High quality Relationships Education 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 online, 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 and the NSPCC)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that could cause them harm
- Recognise intimate physical relationships are for adults

IMPLEMENTATION

Relationships Education is delivered through the Jigsaw PSHE curriculum. Further details can be found in the PSHE policy and on the school website. 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 find out their levels and address misconceptions at the beginning of each topic to ascertain what pupils already know, and find out what they would like to learn (e.g. using the Jigsaw scheme of learning).

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*

*We teach the scientific names of body parts from Year 1 to help safeguard our pupils. See appendix 5 for list of vocabulary used.

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.

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.

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 (app. 4)
- 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 behaviors
- 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

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.

SPECIAL EDUCATION NEEDS AND GIFTED CHILDREN

The school aims to provide work that is appropriate for all children. Children should be allowed to develop skills and knowledge in relation to their individual ability and educational needs, with appropriate challenges being set. The school is responsible for working to ensure that all children reach their true ability.

The needs of all children are met through a number of different strategies including differentiated work, adult support and resources. Planning documentation indicates differentiation, in order to support more able children who require further challenge and those who need additional support to access the curriculum.

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

Subject planning:

- Sets suitable learning objectives that both support and challenge
- Responds to diverse learning needs
- Overcomes potential barriers to learning and assessment for individual or groups

Please refer to the school's SEN policy for further information.

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](#) Primary School. 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 at the 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: Jigsaw

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>

APPENDIX 5 – List of Vocabulary used

YEAR GROUP	VOCABULARY USED
1	Baby, growing up, adult, mature, change, male, female, vagina, penis, testicles, vulva, anus.
2	Male, female, vagina, penis, testicles, vulva, anus, public, private.
3	Change, puberty, control, male, female, testicles, sperm, penis, vagina, ovaries, egg, ovum/ ova, womb/ uterus.
4	Puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ ovaries, vagina, oestrogen, vulva, womb/uterus, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF).
5	Puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ovaries, vagina, oestrogen, vulva, womb/uterus, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF).
6	Pubic hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube, vulva, pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, attraction, relationship, pressure, love, sexting.