

Haddenham St Mary's CE School



RELATIONSHIPS EDUCATION POLICY

Introduction

This policy outlines the aims, principles and strategies for the teaching and learning of relationships education at Haddenham St Mary's CE School (HSM) and this document should be read in conjunction with the school's PSHE policy. From January 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. Relationships Education is planned and implemented within this broader PSHE framework rather than as a stand-alone subject. This is an essential part of a child's education and contributes to their personal, social and emotional 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 at HSM 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

- 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 issued by the DfE [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RS_E_and_Health_Education.pdf)
- 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 Education teaching are identified and followed in accordance with the school safeguarding policy.

Rationale and ethos

This policy sets out to ensure consistency in the teaching and learning within Relationships Education. This is to ensure that our children are equipped with high quality and age-appropriate teaching. The aim of Relationships Education at HSM to equip our young children with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their health and well-being. We want to promote the Christian values of respect, love, compassion, honesty, forgiveness and friendship through good quality teaching of Relationships Education in our school. Relationships Education will also provide the opportunity for our children to reflect on their own attitudes and beliefs and those of their peers and others.

As the subject matter of Relationships Education sometimes raises sensitive issues, teachers will be aware of and sensitive to the background and personal circumstances of the children. We aim to plan the teaching and learning of Relationships Education with a truthful yet sensitive approach, appropriate to the age of the children and the situation. Our children will be taught about the society that we live in and the different types of loving, healthy relationships that exist. At HSM we celebrate the uniqueness of all our children and we ensure Relationships Education fosters gender equality and LGBT+ equality.

Roles and responsibilities

The Relationships Education programme will be led by the PSHE co-ordinator. The PSHE leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in which the curriculum can be delivered in an effective and engaging way. Relationships Education will be taught in EYFS and KS1 in line with the year groups long term curriculum overviews as well as the foundation stage and national curriculum requirements. Individual teachers are responsible for the day to day planning, delivery and assessment of lessons which are planned around the Relationships Education curriculum. Teaching staff will receive necessary training to ensure content is accessible to all pupils. The governor for PSHE and Relationships Education is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Curriculum Design

Our Relationships Education programme is an integral part of our whole school PSHE education provision and will cover health and wellbeing, relationships and living in the wider world. We will ensure Relationships Education supports the needs of our pupils by keeping a flexible approach to teaching and learning and regularly reviewing the curriculum in line with the pupils needs. High quality resources will support our PSHE and Relationships Education provision and will be regularly reviewed by teaching staff. Our Relationships Education programme will be planned and delivered through weekly PSHE lessons as well as through Science and Computing lessons. An overview of the learning in each year group can be found on the school website.

At HSM as we are an infant school, we do not teach Sex Education as part of our Relationships and PSHE curriculum. However, we will cover 'Being Safe', an aspect of the statutory Relationships Education curriculum which includes learning related to privacy and safeguarding. It is recommended children are taught the correct names of all body parts. In the Year 1 Science curriculum we will teach the anatomically correct names for genitalia.

EYFS Curriculum

In Development Matters it states that 'children learn to be strong and independent through positive relationships.' Positive relationships are defined as:

- Warm and loving, and foster a sense of belonging
- Sensitive and responsive to the child's needs, feelings and interests
- Supportive of the child's own efforts and independence
- Consistent in setting clear boundaries
- Stimulating
- Built on key person relationships in early years settings.

Staff will follow the requirements of the 'Development Matters' document. Personal, Social and Emotional development is one of the three Prime areas which underpin the areas of learning;

- Managing Feelings and Behaviour
- Making Relationships
- Self-Confidence and Self-Awareness.

Intent

At HSM, it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We share a cohesive vision to help children to understand and value how they and others fit into and contribute to the world. We have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant Relationships Education.

Implementation

Relationships Education at HSM is implemented using the PSHE Association programme which is a whole school approach. Progression in skills and knowledge in the subject is outlined in the PSHE progression grid. These themes are also embedded through all other lessons and the

whole school day with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning.

The aims of PSHE within HSM are to provide children with:

- Accurate and relevant knowledge
- Opportunities to create personal understanding
- Opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- A range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

Impact

Through our Relationship Education/PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens. 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.

Assessment

Relationships Education is assessed as part of PSHE formative assessment. Children will have opportunities to review and reflect on their learning during lessons through peer and self-assessment opportunities. They will be able to show their understanding through work completed in lessons.

Inclusion

We ensure Relationship Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). A variety of differentiation strategies are used within the school to ensure that the individual needs of each child are met. This is in line with the school's policy on Special Educational Needs.

Safe practice and safeguarding

We will ensure a safe learning environment by setting appropriate rules and boundaries at the beginning of Relationship Education teaching sessions. If questions are asked, they are answered truthfully and with sensitivity that is appropriate to the age of the child and the situation.

Any personal disclosures made by pupils will be followed up in accordance with the school's Child Protection Policy. Staff will report any safeguarding concerns to the DSL, record on CPOMS and share concerns with parents/carers according to the school's safeguarding procedures.

Parent Partnership

We wish to build a positive and supportive relationship with the parents of the children in our school. Therefore, the views of the pupils and their parents are sought in a variety of both formal and informal ways through the Home/School Partnership Programme and specific questionnaires. Parents will be informed about the policy through the school website. They will also be able to access curriculum overviews for each year group on the school website.

Right to withdraw

Parents/carers will not have the right to withdraw their children from Relationships Education content as all objectives taught at EYFS and KS1 are statutory.

Monitoring, reporting and evaluation

Relationships Education is regularly evaluated by the PSHE subject leader, SLT and Governors. The PSHE leader will attend courses/training events to ensure their subject knowledge is up to date. To ensure staff are confident to deliver all aspects of the Relationships Education 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.

The views of our children, parents, governors and teachers are used to make changes and improvements on an ongoing basis. Any changes or updates to the Relationships Education curriculum will be discussed with staff during staff meetings and INSET time.

Review

This policy will be reviewed on three yearly basis. It will be reviewed by PSHE lead and the Head teacher. This will ensure the policy is in line with school values and statutory requirements.

Links to other policies

This policy links to the PSHE policy, Child Protection Policy, Anti-Bullying Policy, Online Safety policy, the School Behaviour policy, EYFS policy, and Keeping Children Safe in Education.

Appendix 1

DfE information from statutory guidance

DfE descriptors

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

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