

Chenies School Relationships Education Policy

1. Scope

We aim to equip children with the skills and attitudes they need to make informed choices and decisions and to value themselves as individuals. This policy fulfils our school ethos:

- to respect
- to nurture
- to inspire
- to challenge
- to persevere

We believe these values positively support each child's growth and maturity, preparing them for the future. Our Relationships Education programme promotes and is underpinned by our school values and our aims which are to:

- inspire each child to reach their full potential
- build confidence and create a passion for learning where each child realises there are no limits to what they can achieve
- be creative, fun and inspirational in all learning
- support in-school learning through weekly and termly homework
- positively encourage individuality and free thinking to develop creative and inquisitive minds
- ensure children take responsibility for themselves and their actions
- ensure each child treats everyone with respect including their peers and adults alike

Relationships Education is a statutory element of the PSHE curriculum.

2. Introduction

Statutory Relationships Education at Chenies School 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 (Appendix 2). Relationships Education gives pupils the information and skills 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 the wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their lives (both online and offline), how to report any concerns or abuse and where to access help when needed.

3. Policy Aims

Our policy aims to:

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

3. Legislative Requirements

At Chenies School we teach the statutory elements of PSHE (Relationships Education and Health Education) through our PSHE curriculum. We also teach non-statutory Sex Education as part of PHSE provision (please see our separate Sex Education policy and PSHE Policy)

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.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE which is available to view on the following website: 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

We 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)

We have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations 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.

We 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 Chenies School we teach Sex Education as part of our Relationships and PSHE curriculum. Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the Science curriculum. As Sex Education is not statutory at Primary School, we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. (Please see our Sex Education Policy for further information.) We are required to have regard to guidance issued by the secretary of state as outlined in section 405 of the Education Act 1996.

Please view our separate Sex Education Policy for further information.

5. The Curriculum

5a. Intent

Relationships Education is statutory from September 2020. At Chenies School, 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 for their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return

- Use 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 that the principles of positive relationships also apply online and understand 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 using the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues, avoid viewing any inappropriate material or entering social media conversations that could cause them harm
- Recognise that intimate physical relationships are for adults

5b. Implementation

At Chenies School statutory Relationships Education is taught as part of a structured PSHE curriculum.

At Chenies School we use the PSHE Association's scheme of work and their recommended teaching resources for the planning and delivery of Relationships Education. The programme of study is adapted to provide a relevant and age appropriate curriculum. We also use the Christopher Winter Project scheme of work to help teach Sex and Relationships Education. We provide a spiral curriculum to ensure pupils are taught key aspects of PHSE at a relevant and age appropriate level as defined by the DFE and in line with their continuing personal, social and emotional development.

Our Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils will be taught Relationships Education from Year 1 at an age appropriate level. Further details on what we are required to teach can be found in appendix 2 (DFE Relationships Education outcomes)

When and How is Relationships Education Taught?

At Chenies School PSHE is a taught subject and Relationships Education is taught as a part of this. PSHE is timetabled once a week and delivered by class teachers. The PSHE curriculum 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 units or blocks and the overview for this is available in appendix 1 (Curriculum Overview) and on the school website.

Assessment, Recording and Reporting

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/need to learn. For more information about how we assess in PSHE lessons please see our PSHE policy.

We will evidence pupils' learning in Key Stages 1 and 2 using individual books for each pupil. The book will be continued through the key stage with the child to see progression of learning over a longer length of time. Depending on the lesson taught, these give the children the opportunity to include any activities they do such as: writing, pictures, diagrams, photos etc. In EYFS, the teacher may also keep a record of children's achievements through observations, evaluations, photographs or children's work.

Managing Difficult Questions and Confidentiality

In Relationships Education pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy for further information.

All aspects of Relationships Education are underpinned by shared and understood ground rules (see appendix 3 – PSHE Ground Rules) with lessons being delivered in a safe and well-managed environment. Ground rules are shared on a regular basis.

Distancing techniques are used in Relationships education. These provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson. 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. Teachers may need to take the time to consult with the school leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.') A question box is available for pupils who do not feel confident to ask questions in front of the class or if they wish to have a separate conversation with a member of staff. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information and so we aim to answer questions at an appropriate level where possible. 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.

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.

Entitlement and Equality of Opportunity

All pupils at our school will have the opportunity to access the Relationships Education curriculum, irrespective of social background, culture, race, religion, gender or ability. The delivery and content will, as with any lesson in school, be tailored to meet the needs of all our children- including any children with SEND. Depending on the lesson, the support given can take many forms – including differentiated activities, support from an additional adult or extra time for pre-teaching or revising areas that need further work. The support given will vary depending on the child's age and need.

Children will not be withdrawn from Relationships Education to catch up on other national curriculum subjects as we believe that these aspects of personal and social development are as important as their academic achievement and they are part of the child's statutory education.

5c. Impact

Our Relationships Education curriculum provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations. As a result of our Relationships Education programme of learning, pupils will:

- 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 offline, how to keep safe and where to go to seek help

Both now and in their future lives.

6. Roles and Responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring Relationships Education 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 the subject.

The Head teacher and PSHE lead are responsible for monitoring the standards of children's progress and achievement, and quality of teaching. They will check that all appropriate topics are being taught and will speak to the children to ensure they feel safe and confident within their Relationships Education lessons.

Teachers are responsible for planning, delivering and assessing Relationships Education for their class and communicating with the PSHE lead about the subject when needed.

Teaching Assistants are responsible for working alongside the teachers to support learning in Relationships Education lessons as directed by the class teacher.

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

7. Working with outside agencies and visiting speakers

At times, we may invite external contributors to enrich the learning at our school. When we use external speakers to deliver aspects of our Relationships Education programme we will ensure that the class teacher will manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors will be part of a planned, developmental programme. Teachers will be present to manage the learning and to ensure that it is safe. External contributors are made clear about the school's rules on confidentiality and that whilst working with children at Chenies school, they are bound by the school's confidentiality policy and not their own.

8. Monitoring, evaluation and training

- Relationships Education 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 Education policy will be reviewed annually.
- 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

9. Working with parents

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

Parents and carers are **only** entitled to withdraw their child from designated Sex Education lessons (please see our Sex Education Policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. 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.

Parents will be given useful information at different times particularly when relevant or applicable to current learning areas. These may include trusted external websites and could be included in

teacher's information in the Friday letter that goes out weekly, or in other whole school or class information letters.

The DFE have also published a useful guide for parents which is available at:

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

Please note these are available other languages (Urdu, Somali, Arabic)

10. Linked policies

This policy may be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- PSHE Policy
- Sex Education Policy
- Behaviour Policy

11. Appendices

Appendix 1

PSHE Curriculum overview

Appendix 2

Relationships Education Outcomes

Appendix 3

PSHE Ground Rules