

OUR MISSION STATEMENT:

**“PASSIONATE ABOUT CELEBRATING
LEARNING, ENJOYMENT AND
ACHIEVEMENT FOR ALL”**



RELATIONSHIPS EDUCATION POLICY

**ADOPTED BY GOVERNORS ON: May2022
SIGNED (CHAIR OF GOVERNORS):**

REVIEW DATE: Summer Term 2023

What is Relationships Education

Relationships Education is teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Legal and Statutory Requirements

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

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

Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

The teaching of sex education remains non-statutory, *with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals.*

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...”

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science....”

As a school we have formulated this policy with full regard of this new guidance and have tailored a bespoke curriculum of delivery through our PSHE curriculum that supports our pupils needs and stages of development.

Relationships Education is compulsory in all primary schools in England.

The new Relationship Education curriculum is compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements.

The Relationship Education curriculum must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents and must aim to provide pupils with the knowledge they need of the law.

Relationships Education, and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils.

Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education can be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health Needs or Learning Disabilities.

Intent:

From September 2021 Relationships Education and Health Education will be compulsory for all primary pupils. As a school we wholeheartedly support the philosophy and DfE's recommendation of Relationships Education, and believe it is best taught as part of our PSHE curriculum. Our curriculum seeks to promote the spiritual, moral, cultural, mental and physical development of our pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

The aim of Relationships Education is to help children build healthy friendships and positive relationships in an age and stage appropriate way. The overall objectives of the Relationships Education curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. Relationships Education covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable and healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils, together with sensitivity to the needs of others, loyalty and acceptance of responsibility. Relationships Education will look at aspects of diversity in an inclusive and non-judgemental way. This sits alongside the essential understanding of how to be healthy.

All pupils at Tiverton have a right to Relationships Education at a level appropriate to their developmental needs, regardless of ability, gender or religion.

Relationships Education is part of the 3 core themes in PSHE education, alongside health and wellbeing and living in the wider world.

Our Purpose through teaching Relationships Education is to equip children and young people with the understanding, knowledge and skills they will need to live their everyday lives with particular reference to friendships, family relationships, relationships with other children and adults.

Teaching of Relationships Education will allow pupils to:

- negotiate existing and new friendships
- recognise potential threats
- develop meaningful relationships with others
- develop effective communication methods with trusted peers and adults
- develop feelings of self-respect, confidence and self-esteem
- demonstrate positive and responsible behaviours

Implementation

The Relationship Education content is included within the PSHE curriculum at Tiverton. The curriculum is a progression of skills, rather than specific KS1 & KS2 coverage. The main aims of the PSHE curriculum are to develop kindness, integrity, generosity, honesty, wellbeing, resilience, character, happy, successful, and productive members of society. There should be belief that pupils can achieve goals, both academic and personal, stick to tasks that will help them achieve those goals and recover from setbacks.

The PSHE key areas:

- Self-Awareness
- Self-care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I Live In

The Relationship Education content below is integrated throughout the above 6 PSHE areas in a progressive way:

- special and important people in their lives
- similarities and differences
- feelings and emotions
- friendship and fairness
- different families
- co-operation and teamwork
- communicating effectively with others
- bullying behaviours
- different types of families and loving relationships
- who their support network consists of
- healthy and unhealthy relationships
- dares, risks and peer pressure
- personal boundaries and secrets
- techniques for resolving dispute
- collaboration
- compromise and sharing responsibilities
- consequences of our actions

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, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: Looked After Children or Young Carers).

Assessment/Recording/Reporting Arrangements

Pupil progress is formatively assessed, informing the teacher of the next stage of learning and to help to ensure an appropriate level of differentiation. Evidence of pupils' achievement is collected

within the area of PSHE/SMSC through a variety of means such as, Witness Statements, annotated work and photographs across the key stages through:

- Learning journals/subject books
- SOLAR assessment
- Display

Relationship Education and PSHE themes are also embedded across other curriculum areas to ensure that they are taught in a functional and naturally occurring way, these include *science, PE, Thrive & computing*.

Parents and Carers are kept informed of their child's progress through:

- Annual Review meetings
- Parent and Carers evening (Autumn and Summer Terms)
- Class Dojo
- End of Year Reports
- Parent Conversations

Impact

Pupils at Tiverton School are supported in their personal development through the purposeful, sensitive, and effective teaching of essential skills and understanding which enable them to develop qualities and strategies that will equip them in readiness for a happy and rewarding transition into adulthood.

This policy will be reviewed annually by the Governing Body who will monitor the application and outcomes of this policy to ensure it is working effectively.

Safeguarding

At the heart of the delivery of Relationship Education and PSHE at Tiverton School there is a focus on keeping children safe and preventative education. Our PSHE curriculum focuses on positive relationships and supports pupils to recognise when they do not feel safe and who to speak to, to avoid exploitation, coercion and radicalisation.

Our good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Pupils are made aware of how to raise their concerns and who they can talk to if they feel unsafe. This also includes processes when they have a concern about a friend or peer.

External agencies will be made aware of the school safeguarding reporting process before delivery of any sessions with pupils.

Working with parents/carers

Tiverton School is committed to ensuring that Relationships Education is appropriate to the age and stage of pupils and compliant with the requirements of the Equality Act 2010.

- We will keep parents informed of changes to the Relationship Education curriculum and policy.

- We will answer any questions raised by parents/carers about the Relationship Education curriculum

We firmly believe that, in working together as a school community children will benefit from being given consistent messages about their emotional and physical development, increasing responsibilities and help prepare them for the future.

Roles and responsibilities

The Governing Body:

The governing body will approve the Relationship Education policy, and hold the school to account for its implementation.

The Headteacher:

The Headteacher is responsible for ensuring that Relationship Education is taught consistently across the school, and that the policy is implemented effectively. It is also the Headteachers responsibility to ensure members of staff receive sufficient training so they can teach effectively and appropriately.

Staff:

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring and recording progress
- Responding to the needs of individual pupils
- Understanding the importance of promoting Relationships Education throughout all aspects of pupil's school day not just in isolated lessons

Staff do not have the right to opt out of teaching Religious Education. Staff who have concerns about teaching Relationship Education are encouraged to discuss this with the Deputy Headteacher, (Curriculum Lead)

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered later.

Pupils:

Pupils are expected to engage fully in Relationship Education and, when discussing issues related to Relationship Education, treat others with respect and sensitivity.

Training

- Staff are supported in the delivery of Relationship Education and training is included in our continuing professional development calendar.
- The Deputy Headteacher (Curriculum lead) will also invite visitors from outside the school, to provide support and training to staff teaching Relationship Education.

Monitoring and arrangements

- The delivery of Relationship Education is monitored by SLT and the PSHE lead, through Quality Assurance monitoring and evaluating processes.
- Pupils' development in Relationship Education is monitored by class teachers as part of our school assessment systems.
- This policy will be reviewed by PSHE lead and Pastoral Care Manager annually or earlier if new guidance becomes available.
- At every review, the policy will be approved by the Headteacher and Governing body.