

Anson Primary School

Relationships Education Policy

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January 2020

Review date: 2022

Rationale

Definition:

The following policy refers to Relationships Education at Anson Primary School.

We define Relationships Education as learning about caring friendships, families and people who care for us, respectful relationships, online relationships, being safe, growing up and puberty. Sex Education is also covered in Relationships Education and well as aspects of sex education being covered in the National Science Curriculum. Sex education (statutory) is defined in this policy by preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

Relationships Education is embedded within PSHE and offers a valuable vehicle for promoting equality for all. It involves pupils accepting and respecting differences and encourages self-esteem and self-worth.

Aspects of Relationships Education are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Relationships Education and Ofsted:

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states: "Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being".

Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010.

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationships Education, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

The aims of Relationships Education at our school is to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Help pupils develop feeling of self-respect, confidence and empathy;
- Help pupils recognise healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

The overall aim is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions that affect themselves and their relationships. At Anson Primary School we believe that all children should receive teaching that supports their development into mature, responsible citizens.

Equal Opportunities

Anson Primary School believes that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEND) are given extra support.

Delivery of Relationships Education

Scheme of work

Relationships Education is taught within the Personal, Social, Health and Economic (PSHE) Education Curriculum. Biological aspects of Relationships Education are taught within the Science Curriculum, and other aspects are also included in Health Education. A break down of what is covered in Science, Health Education and Relationships Education can be found in appendix 1.

At Anson, we use the Jigsaw PSHE programme and the Christopher Winter Project scheme of work to deliver high quality lessons to all children. There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

The above points are covered in an age appropriate way from EYFS to Year 6. These areas of learning are taught within the context of family life taking into consideration there are diverse family structures which we will deal with sensitively, as some children may have a different structure of support around them (for example looked after children).

The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education Curriculum (see appendix 1).

Sex education is covered in year 6 only. In these lessons we will focus on the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Below is a summary of Relationships Education content within the Jigsaw scheme for each year group:

- Foundation Stage - Growing up: how we have changed since we were babies.
- Year 1 - Boys' and girls' bodies; naming body parts.
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy.
- Year 3 - How babies grow.
- Year 4 - What you inherit, personal hygiene and puberty.
- Year 5 - Puberty for boys and girls.*
- Year 6 - Puberty for boys and girls and understanding conception to birth of a baby.*

Delivery:

Relationships Education will usually be delivered by a member of school staff, usually the child's class teacher. We will use appropriate agencies or expertise to support their learning. Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Relationships Education will be assessed as part of the wider PSHE curriculum. Staff are aware that views around this subject are varied. However, while personal views are respected, all content is taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions.

Teacher will raise any concerns with the Safeguarding Lead.

The Head Teacher and PSHE Subject Leaders will monitor the implementation of Relationships Education. This monitoring is done through book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups.

Training:

Staff are trained on the delivery of the subject and it is included in our continuing professional development calendar. The Headteacher may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching PSHE.

Partnership with Parents

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the Relationships Education programme as part of information provided on what their children will be learning. The school will liaise with parents through PSHE workshops, newsletters and the school website.

Right to excuse

Parents do not have the right to excuse their children from statutory Relationships Education lessons. Parents also cannot excuse their children from the statutory National Science Curriculum.

Parents have the right to excuse their children from the non-statutory components of sex education (taught in year 6 only) within Relationships Education (see appendix 1). Such requests should be put in writing and addressed to the Headteacher. In the event of a child being excused from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

By withdrawing children from sex education lessons, they may seek the information from elsewhere. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age. We would strongly encourage our children to attend these lessons.

At Anson we strive to provide our children with a “Positive Philosophy”, which helps to ensure they grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain. By teaching Relationship Education our children will be equipped with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful future.

This policy will be reviewed by

Adopted by Governors

Signed by Chair of Governors Date.....

Name of people involved in developing this policy.