

Relationship Education Policy Autumn 2020

Approved FGB autumn 2020

Reviewed autumn 2022

1. Aims

The aims of relationship education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for changes and puberty, and give them an understanding of personal development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of personal changes and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

Relationship education is compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

We will ensure we are update of any guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996 regarding Relationship Education.

3. Policy development

This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved a review at FGB where representatives of staff, parents and governors considered all relevant information including relevant national and local guidance.

4. Definition

Relationship Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health in terms of change, sexuality, healthy lifestyles, diversity and personal identity. Relationship Education involves a combination of sharing information, and exploring issues and values. Relationship Education is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out on our website but we may need to adapt as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online.

6. Delivery of Relationship Education

Relationship Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationship Education are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional exploring health, puberty and language age appropriate to years 5 and 6.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle

- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve and review the Relationship Education policy to meet statutory expectations, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that Relationship Education is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory/non-science components of Relationship Education.

7.3 Staff

Staff are responsible for:

- Delivering Relationship Education in a sensitive way
- Modelling positive attitudes to Relationship Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents request them to be withdrawn from the non-statutory/non-science components of Relationship Education

Staff do not have the right to opt out of teaching Relationship Education. Staff who have concerns about teaching Relationship Education are expected to discuss this with the Headteacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of Relationship Education. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. The Headteacher will discuss withdrawal request /approval with the Chair of Governors. If parent disagrees with outcome, parents can put reason in writing addressed to the Chair. The Chair will designate three governors who have a responsibility for teaching and learning to investigate request and concerns. If withdrawal is successful, alternative work and supervision will be given to pupils who are withdrawn from Relationship Education.

9. Training

The Headteacher will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationship Education. In some cases, key staff are trained on the delivery of Relationship Education and it is included in our continuing professional development calendar.

10. Monitoring arrangements

The delivery of Relationship Education is monitored by the Headteacher through as part of the curriculum framework. Pupils' development in Relationship Education is monitored by class teachers.

Appendix 1: Curriculum map

Relationships education curriculum map

Include as much detail as you can, including links to resources you'll use or sharing examples. Being transparent with parents/carers early on will make it easier for you to handle questions, concerns, or objections.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Spring 1	Relationships: <ul style="list-style-type: none">• Things that cause conflict between me and my friends• What I do when my friend makes me upset	
Year 3	Summer 2	My changing body: <ul style="list-style-type: none">• How boys' and girls' bodies change as we grow up, and how these changes affect us	