

Policy for Relationships Education

Policy Formation and Consultation

The policy has been written in consultation with the SMT and the governors of the school. It is embedded in a comprehensive PSHCEE programme.

This policy should be used in conjunction with the school's policy for Safeguarding which details child protection procedures.

Rationale

Relationships Education is an umbrella term for all the teaching and learning we offer pupils to develop skills for relationships and informed decision making. We believe that Relationships Education is the entitlement of each child and we are committed to deliver it within the context of a broad and balanced programme of health education.

Aims

Relationships Education in this school will contribute to the requirement of the new Guidance 2013 and will be firmly rooted within the framework for Personal, Social, Health Citizenship and Economic Education and the National Curriculum 2014. The National Healthy School Standard (NHSS) aims to support and complement the new PSHCEE framework.

In our school we aim through implicit and explicit learning experiences to: -

- ensure that Relationships Education is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way;
- nurture a partnership between caring adults – governors, teachers, ancillary staff and parents – to ensure sensitive support for children and young people as they grow and mature;
- encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse;
- adopt a whole school approach to Relationships Education;
- promote the spiritual, moral, cultural, mental, physical and social development of pupils at the school and of society; and
- prepare pupils for the opportunities, responsibilities and experiences of life.

The school will work towards this aim in partnership with its young people and parents.

The aim of the Relationships Education policy is to clarify the content and the manner in which it is delivered in this school.

Teaching and Learning

Within the taught and broader curriculum, including whole school opportunities (ie. the whole school environment), pupils will be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of relationships education. It is important to involve, whenever possible, and certainly to inform parents.

Relationships Education has three main elements:

- Attitudes and values
 - Learning the importance of values and individual conscience and moral considerations;
 - Learning the value of family life, marriage and stable and loving relationships for the nurture of the children;
 - Learning the value of respect, love and care;
 - Exploring, considering and understanding moral dilemmas; and
 - Developing critical thinking as part of decision making.
- Personal and social skills
 - Learning to manage emotions and relationships confidently and sensitively;
 - Developing self respect and empathy for others;
 - Learning to make choices based on an understanding of difference and without prejudice;
 - Developing an appreciation of the consequences of choices made;
 - Managing conflict; and
 - Learning how to recognise and avoid exploitation and abuse.
- Knowledge and understanding
 - Learning and understanding physical development at appropriate stages;

Organisation

- Co-ordination of Relationships Education - As it is essential to ensure continuity, progression and evaluation, the co-ordinator will review with teachers and pupils alongside other aspects under the umbrella of PSHCEE.
- Delivery – of Relationships Education is planned through aspects within the PSHCEE curriculum, addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects - within this category, as long as any discussion takes place within the context of the National Curriculum subject, it will not be deemed to be part of the Relationships Education programme and therefore not subject to the parental right of withdrawal.
- Teaching approaches - A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the scheme of work.
- Pupil groupings - Mixed ability groupings, but when it is felt to be appropriate, single sex groups which will both be subject to the same information. It may be necessary for pupils who come from different cultures where it is only acceptable to speak about the body in single gender groups.
- The programme will focus on boys as much as girls.
- Resources - A wide range of teaching resources will be used and these are listed in the scheme of work. These are available for inspection by teachers and parents from the co-ordinator.
- Staffing - Teachers should feel comfortable in the delivery of Relationships Education. Training through Inset and being asked to teach within the schools value framework will support this.
- Specific Relationships Education elements are delivered in the second half of the summer term in Year 6.

Confidentiality

This will include:

- making sure that pupils and parents or carers are aware of the school's confidentiality policy and how it works in practice;
- reassuring pupils that their best interests will be maintained;
- encouraging pupils to talk to their parents or carers and giving them support to do so; ensuring that pupils know that teachers cannot offer unconditional confidentiality;
- reassuring pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- if there is any possibility of abuse, the school's Child Protection Procedure will be followed;

- making sure that pupils are informed of sources of confidential help eg Childline, GPs, and other advice services;
- using ground rules in lessons.

Relationships

Within the context of talking about relationships, children should be taught about the nature of marriage and its importance for family life and for bringing up children. The Government recognises that there are strong and mutually supportive relationships as key building blocks of community and society. This will be dealt with sensitively so as not to stigmatise children on the basis of their home circumstances.

Special Educational Needs

Children with special educational needs will not be withdrawn from Relationships Education, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Teachers may adopt individual approaches to fulfil these needs.

This policy will be monitored and reviewed by the PSHCEE Co-ordinator on an annual basis.

Policy updated: December 2018

Staff responsible: Lea Pryer

This policy was ratified by the Governing body on: 6th March 2019

Signed on behalf of the Governing Body: _____(signature)

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