



Relationships Education and RSE Policy Whole School and EYFS

IMPORTANT: For the academic year 2021 – 2022, head/headteacher will be the Principal and therefore these titles are interchangeable.

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Mr Tim Cannell

Date reviewed: 6 September 2021

Date of next review: 3 September 2022

Context

This policy responds to the Department for Education's statutory guidance: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. From September 2021, this requires that Relationships Education be taught to primary years and Relationships and Sex Education to secondary years. While we are for these purposes a primary school, we nevertheless deliver some aspects of sex education in Years 5 and 6 as part of the science curriculum.

This policy should be read in conjunction with our PSHE Policy and our curriculum for science.

Definition of Relationships and Sex Education

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching." (Department for Education and Employment, SRE Guidance, 2000).

Consultation with parents and staff

A draft policy was sent to all parents in the second half of the Autumn term 2020 and comments were invited and responded to where appropriate. This policy is published on the school website and parents are aware that they are able to comment on it should they wish to do so. Parents in Years 5 and 6 are told ahead of time when aspects of sex education are to be covered in science lessons.

This policy was discussed by staff at Key Stage meetings in the Autumn term 2020 and its contents reflects the views as recorded in the Key Stage Minutes of November 2020.

How Relationships Education and RSE are delivered

The oversight of this teaching will be led by the Head of PSHE with the assistance of the DSL and The Headteacher. A significant portion of relevant content is delivered through assemblies, science lessons and RE lessons. External speakers may be used to enhance provision.

There are times when children will ask school staff questions that they feel uncomfortable in answering. In these situations, the staff member should seek advice from the Head of PSHE or DSL or another senior colleague as to if and how to answer them.

Right to be excused from Relationships and RSE lessons

There is no right to withdraw children from Relationships Education, nor do parents have the right to withdraw their children from sex education lessons where those lessons form part of the science curriculum. Parents do have the right to withdraw children from elements of the RSE curriculum but this applies to secondary schools only and is therefore not relevant to PGP.

Content for Reception to Year 2

Families and people who care for us

EYFS values include: being kind, being brave, be forgiving and being helpful as well as respecting others and the environment. Respecting others through our values includes the recognition of special days including Mother's Day, Father's Day and holding a grandparent coffee morning. We celebrate Remembrance Day and teach the children how people serve in different ways.

Themes taught in early years and across KS1 include 'People Who Help Us' in the community, including fire and police services. Pupils also visit locations such as the fire station.

Early Years topics also include 'All About Me', where children learn about different families and relationships within families. A diverse range of story books read in class and during assemblies also supports learning about families and people who care for us.

Caring friendships

Assemblies cover a range of themes (both religious and non-religious). Our values instil a care for others and support the development of friendships. Class circle time from Reception to Year 2 covers this element under the titles of 'Celebrating Differences', 'Being In My World' and 'Relationships'.

Regular staff meetings and discussions ensure all staff are involved in supporting children both inside and outside of the classroom.

Respectful relationships

Teachers sit with children in all lessons and supervise lunchtimes and break and ensure that good manners and respect for others, both for their contemporaries and adults, are maintained.

The house points system is used to positive effect to recognise wanted behaviour and to support building respectful relationships. Pupils are given the opportunity to converse with their peers and celebrate successes.

Online relationships

This has come to the fore when using Zoom meetings during Covid-19 and distance learning programmes. Work, experiences and feelings were shared. Pupils were taught to only be online with parental support to hand.

Internet safety and harms

Computer lessons are used to raise awareness and teach children how to keep themselves safe online, including the dangers of sharing data.

Being safe

Opportunities for children to risk assess their physical environment are offered in the adventure playground and in the Reception playground. Gardening and STEAM tasks are also available to children at different times. 'Who to Turn to?' posters are displayed around school.

Health and sex education

This is covered in our science lessons where the curriculum covers life cycles of plants and animals. PSHE for all years covers an element entitled 'Changing Me' which talks about the human element and differences between boys and girls.

Our science activities include teaching and learning about healthy eating and living. This is also supported by the PSHE programme and cooking opportunities.

Content for Years 3 to 6

For clarity, the key areas covered are summarised below, but the list is not exhaustive.

Families and people who care for me: the relevance and importance of the family unit for provision of love, security and stability; respect for other families and their differences to one's own; marriage/civil partnership; how to recognise difficult or unhealthy family relationships, and how to seek help or advice from others if needed.

Caring friendships: importance of friendships and how to choose and make friendships; characteristics of good friendships; accepting that friendships have ups and downs, and require work; that violence is never right; how to manage conflict; seeking help from others where required.

Respectful relationships: respect, including of those with different beliefs and backgrounds; practical steps to improve respect in relationships; conventions of courtesy and manners; understanding self-respect and its importance; to expect the respect of others and to give it, including to those in authority; awareness of bullying, including cyber-bullying, its impact, and the responsibility of bystanders to report this to an adult; stereotypes; permission giving and receipt.

Online relationships: that people can behave differently online, including pretending to be someone else; that the same relationship principles apply online; principles for keeping safe online and reporting harmful or potentially harmful situations; how to critically consider their online liaisons; how information and data is shared and used online.

Being safe: appropriate boundaries; privacy, and that secrets should not be kept if they relate to being safe; appropriate and inappropriate contact, physical and other; responding safely to known and unknown adults, including online; recognising and reporting abuse or feeling unsafe around any adult, and how to persist until heard; where to seek advice.

Health and sex education, including puberty: science lessons, in accordance with the national curriculum, cover aspects of the human life cycle in age-appropriate fashion in the upper primary years. In addition to the science curriculum, aspects of sex education are covered, as seen appropriate in accordance with the pupils' physical and emotional maturity, in order to ensure that boys and girls are prepared for the changes that adolescence brings, including puberty, infection control, the importance of good hydration and a healthy diet. The relevant parent body is consulted as necessary.

Mental wellbeing: understand that mental wellbeing is a normal part of daily life; that there is a normal range of emotions; benefits of exercise and time outdoors; rest, downtime, friends, family, hobbies and interests; that bullying has a negative and often lasting impact on mental wellbeing; to appreciate that seeking support can considerably help problems with mental ill health, and to appreciate where they can access that support; the importance of good diet. Mindfulness is taught to Years 3 to 6.

Internet safety and harms: that the internet is integral to most people's lives and has many benefits; regulating the amount of time spent online; to consider the impact of people's behaviour on the wellbeing of others; the reasons for age restrictions on social media and online gaming; that abuse, trolling and harassment can take place online and be detrimental to mental health and possibly dangerous; how to report concerns and get help with online issues. These issues are included in the computing curriculum.

Drugs, alcohol and tobacco awareness: facts about, and risks related to, legal and illegal harmful substances, including smoking, alcohol use and drug-taking. This is covered in Year 6 science.

Changing adolescent body: this is covered on a basic level in Year 5 Science lessons. In Year 6 form teachers will speak to the girls and boys separately to impart key facts about the adolescent body, physical and emotional.

Health and prevention: handwashing; allergies, vaccines and immunisation; recognising early signs of physical illness; the impact and importance of sleep; oral hygiene; exposure to the sun.

Approval and updating of this policy

This policy is approved by the Proprietor and is subject to annual review in September of each year.

To evaluate the success and effect of this policy, we use the following:

- Worry boxes
- Pupil welfare questionnaires
- Monitoring the appearance, behaviour and wellbeing of pupils.

Monitoring of Policy

Implementation of the policy will be monitored in lesson observations, work scrutiny and in conversation/surveys of the pupils. Concerns or comments raised by parents or staff in connection with this policy will be recorded by the Head of PSHE and acted upon accordingly. Records of such comments and concerns will be kept by the Head (see Head’s safeguarding folder).

Complementary school policies, practices and documentation

- Safeguarding Policy
- PSHE Policy
- Staff Handbook
- Anti-Bullying Policy
- Whistleblowing Policy
- Equal Opportunities Policy
- E-safety policy
- Science Curriculum

Reviewed and approved:	Job title: Head of PSHE
	6 September 2021
Next review due:	3 September 2022