



Sladefield Infant School and Thornton Primary School

Healthy Relationships Education Policy

Intent: Statement of Values and Ethos

- This policy covers Sladefield Infant School's and Thornton Primary School's shared approach to statutory Relationships Education to ensure consistency as the children move through their primary years. It has been developed and approved following consultation with all stakeholders: pupils, staff, parents/carers and Governors. A working party involving parental representation and senior staff from both schools have been proactive in ensuring this policy meets the needs of all our pupils whilst being sensitive to the school community.
- The purpose of Relationships Education is to equip pupils with the knowledge, skills and positive attitudes to grow up as members of society who are empowered to make decisions about their own lives; to understand and be respectful of beliefs and lifestyles different to their own and to recognise what constitutes respectful and positive relationships with others.
- We view the delivery of quality Relationships Education as a tool to safeguard children. We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. Our curriculum is designed to ensure that both schools uphold their Public Sector Equality duty to ensure that the importance of the protected characteristics are upheld, that no characteristic is seen to be more important than another and that this is threaded through the curriculum rather than taught as one-off events: any incidents of behaviour that challenges equality for any of these groups will be tackled immediately. If any taught content leads to the disclosure of a child protection issue, staff have been made aware of how to deal with this, including consulting with the Designated Safeguarding Lead.
- The key aim in developing this curriculum model is to meet the needs of all pupils to prepare them for adult life in Modern Britain. Our curriculum includes the teaching of spiritual, moral, social and cultural content, which is further enhanced by both schools being UNICEF Rights Respecting Schools, which places the UN Convention on the Rights of the Child at the heart of its ethos and curriculum. In creating this policy, we have consulted with staff, the governing body and parents as well as pupils, however the needs of pupils (as identified within school and following national guidance) takes precedence over any sensitivities of adults, in particular where there is a safeguarding element to any curriculum theme.



- Following consultation with a cross-section of the school community, we believe our policy is sensitive to the range of religious and cultural views present in our community whilst ensuring pupils have access to the learning necessary to prepare them for adult life.
- We ensure our Relationships Education is inclusive and meets the needs of all pupils. We are fully committed to ensuring our values and curriculum support the protected characteristics as detailed in the Equality Act 2010.
- Sex Education is taught at Thornton Primary School in Years 5 and 6. There is a separate policy which outlines the content, which is shared with parents each year prior to lessons taking place. Parents have the right to withdraw their child from these lessons upon request to the headteacher. The science content of the National Curriculum is statutory and parents do not have the right to withdraw their child from this content. Parents are informed in advance when potentially sensitive material is being covered so that they are aware of

Responsibility for the Policy

- Our lead governors for Relationships Education are Sadia Haqnawaz (Sladefield Infant School) and Tharack Ahmed (Thornton Primary School) who have worked closely with the Mr Rob Meadows (Headteacher of Sladefield Infant School) and Mrs Sue Simmons (Headteacher of Thornton Primary School) together with the lead members of SLT for this area of the curriculum (Nicola Connolly and Cathy Grace) in creating the policy and designing curriculum content.
- This Relationships Education policy is aligned to the following school policies:
 - PSHE policy
 - Sex Education policy
 - Safeguarding policy
 - Equal Opportunities policy
 - Equality and Diversity Policy
 - Behaviour policy
 - SEND/Inclusion policy
 - Confidentiality policy
 - Anti-bullying policy
 - E-safety policy
 - Volunteer/Visitor policy
- The curriculum content will be taught by class teachers supported by teaching assistants and senior leaders as necessary, with the school nurse at Thornton Primary School delivering sessions on puberty in years 5 and 6 following parental information sessions. Lessons are timetabled weekly as part of our wider Personal, Social and Health Education curriculum and an overview scheme of work is contained as an Annexe in this policy.



- Teaching staff receive regular training on the content of the curriculum and best practice in pedagogy for these topics, in order to best support pupils. This training will take place before the lessons commence and will be reviewed regularly.

Legal Framework and national guidance

- Department for Education statutory guidance issued under Sections 34 and 35 of the Children and Social Work Act 2017 dated 27th April 2017 makes it a requirement for all primary schools to teach Relationships Education from September 2020.
- This guidance does not form a National Curriculum but instead gives school guidance on age-appropriate compulsory subject content whilst giving schools “flexibility to shape their curriculum according to the needs of their pupils and communities”. In primary schools this is defined as “the key building blocks of healthy, respectful relationships, focussing on family and friendships, both on and offline”.
- The guidance should be read in conjunction with:
 - Education Act 1996
 - Learning and Skills Act 2000
 - Section 80A Education Act 2002
 - Education and Inspections Act 2006
 - Equality Act 2010
 - DfE ‘Science Programmes of Study: key stages 1 and 2’ 2013
 - Supplementary Guidance SRE for the 21st Century 2014
 - Children and Social Work Act 2017
 - Keeping Children Safe In Education 2018
 - DfE ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019

Implementation: How it is taught

- Parents are children’s first educators. Our children tell us that their parents and carers are the people they go to to get information about growing up, relationships and feelings. In both schools, we recognise that parents are a vital source of support and learning in the topic of Relationships Education and that the work the schools do compliments the beliefs and wishes of parents and carers.
- Ground rules are agreed by pupils and teachers prior to commencement of the lessons. No personal information is shared and distancing techniques such as using fictional case studies and the third person are used.



- Our Relationships Education lessons are taught using a range of resources and teaching methods. Students are taught not only factual knowledge about the curriculum area but also to reflect on, and develop, their skills and attitudes to subject matter. This may include challenging stereotypes and learning to resist peer pressure for example.
- Pupils have the opportunity to ask any questions they have both during the lesson and via the use of a question box at the end of lessons (pupils are required to put their initials on any question in the box as a safeguarding measure).
- Staff feedback any potential safeguarding concerns to the Designated Safeguarding Lead on the same day. Pupils are told (as part of the ground rules) that no information can be guaranteed to be kept confidential for this reason.
- If pupils have questions which are outside of the typical content for their age and stage of development teachers use their professional judgement to determine whether the question is answered in the whole class setting, in a private conversation with the pupil involved or whether the topic is deemed to be outside of the appropriate content for that pupil's age and development in which case the question is not be answered and the pupil receives feedback as to why. Staff receive training on the teaching and appropriate content of Relationships Education and their judgements are based on this professional knowledge.
- We ensure that the curriculum content is matched to the needs of our pupils through pupil voice, participation in curriculum design and through regular monitoring of lessons and resources used. Assessment of lesson delivery and outcomes takes place by the subject lead and pupil outcomes are monitored regularly by class teachers. We use the system of pupils achieving expected progress, showing emerging progress in the area or exceeding expectations in the area (emerging, expected, exceeding).
- Resources are differentiated for pupils with SEND as necessary, following liaison between classroom teachers and staff with responsibility for SEND provision in school. We believe the pupils with SEND have an entitlement to age and stage appropriate Relationships Education and so pupils are not routinely removed from lessons for individual support away from their peers, but are supported with a more personalised approach to lesson objectives and outcomes. Where it is known that a situation in a pupil's personal life may affect their engagement with a particular topic within Relationships Education (for example some specific safeguarding issues), staff work with pupils in advance to prepare them for the topic area and give the pupil ownership of how much, if any, of the lesson content they wish to access with their peers.



- In addition to dedicated lesson times, assemblies may make reference to themes in Relationships Education. This is in line with established good practice in PSHE (Personal, Social and Health Education) of using a spiral curriculum and developing on themes previously encountered.
- External agencies who visit the school to support the curriculum in this area are informed of our safeguarding practice and work under the close supervision of school teaching staff. This ensures that content and delivery styles reflect our school approach.
- Parents are informed about the policy and lesson content both through material publicly available on our website and via invitation to content sessions developed for parents which will occur annually. Parents will therefore have the opportunity to be fully aware of what is taught, to see a sample of resources used and to ask any questions they have.
- Parents have the right to withdraw their child from any Sex Education content taught in Years 5 and 6 at Thornton Primary School which falls outside of the National Curriculum Science requirements and outside of the Relationships Education guidance. Any requests to withdraw should be made to the headteacher.

Curriculum Content Overview

- The Curriculum Content Overview is contained as an Annexe to this policy.

Impact

Teaching about relationships helps pupils to:

- Understand and manage their emotions
- Sustain worthwhile relationships
- Value themselves and respect others
- Form a positive sense of self
- Appreciate difference and diversity
- Safeguard their environment and themselves
- Have confidence in their own decision making

Review Procedures

- This policy will be reviewed in September 2021 by the Headteachers and Governors of both Sladefield Infant School and Thornton Primary School.



- The aim of the review will be to reflect on practice in the past review cycle, acknowledging both successes and areas to be improved, which will be reflected in any policy change. Checks will be made to ensure the policy follows the latest national guidance and advice and that it meets the needs of pupils and wider school community.
- The review will be led by Mr Rob Meadows (Headteacher of Sladefield Infant School) and Mrs Sue Simmons (Headteacher of Thornton Primary School) together with the Relationships Education nominated Governors.
- In addition, throughout the review period monitoring of lesson delivery and student outcomes will be regularly carried out by the lead for PSHE and Relationships Education. In each review period, provision will be audited to evaluate provision and coverage, as well as feedback from staff, pupils and parents being taken into account to evaluate coverage. The statutory guidance makes provision that parents will be consulted before the final year of primary school about the detailed content of what will be taught in terms of the non-statutory sex education element.