

PYRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

RELATIONSHIPS EDUCATION POLICY

With reference to the following:

DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019

Diocese of Guildford- Permission to discuss: RSE from September 2020

The Church of England Education Office – Policy template November 2019

PSHE Association website

Pyrford Church of England Primary – Child Protection & Safeguarding Policy

Approval Date: 22 April 2022

Review Date: Spring 2023



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Introduction

This policy should be read in conjunction with the Child Protection and Safeguarding Policy; Spiritual, Moral, Social & Cultural Policy; Religious Education Policy; Anti-bullying Policy; Behaviour Policy and E-Safety Policy.

Relationships Education Aims and Objectives

Relationships education is about teaching children and young people to be safe, healthy and happy within relationships, both as they grow, and in their future lives. We aim to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to safe and healthy relationships, both online and off.

At Pyrford Church of England Primary School, we believe that the statutory requirement to teach Relationships Education from 2020 is fundamental to the development of all our children and prepares them with the knowledge, skills and understanding they need to lead confident, healthy, independent lives, as safe and responsible citizens.

Relationships Education is taught as part of the PSHE curriculum which also includes Health Education and Sex Education (delivered as PSHE within a broader Science curriculum); and promotes the spiritual, moral, cultural, mental and physical development of our pupils. Relationships education is taught and defined with the titles of 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships' and 'Being safe'.

In teaching Relationships Education, we aim to encourage our pupils to:

- treat others with kindness, consideration and respect
- understand the importance of honesty and truthfulness
- understand the importance of permission seeking and giving, and the concept of personal privacy, space, boundaries and consent
- understand the importance of self-respect and self-worth
- from the early years, understand respect, kindness and generosity through one's own and others' boundaries in play
- talk explicitly about the features of healthy, positive friendships, family relationships and other relationships children are likely to encounter
- have an understanding of safe online relationships as well as the risks of online use and social media, including content on how information and data can be shared and used in all contexts
- know that families of many forms provide a nurturing environment for children





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- know there should be no stigmatisation of children based on their home circumstances and needs; to be sensitive to the fact that some children may have a different structure of support around them
- have a growing ability to form strong and positive relationships with some resilience and how deliberate cultivation of character traits and personal attributes in individuals can affect such relationships
- understand how friendships can support mental wellbeing
- believe they can achieve, persevere with tasks, work towards long-term goals and rewards and continue despite setbacks, with resilience
- develop a sense and understanding of justice
- be active citizens and act on voluntary service inside and out of school
- recognise emotional, physical and sexual abuse; that it can involve peers, family members, other members of their community and online; know where to seek advice and support and how it should be reported.

A statement on behalf of Guildford Diocesan Board of Education

'The Diocesan Board of Education (DBE) fully supports and endorses the new RSE statutory guidance for schools and encourages its school leaders, governors and clergy to embrace the teaching of RSE in line with the new requirements set out here in 'Relationships education, Relationships and Sex Education (RSE) and Health Education' statutory guidance.

Teaching and Learning Methods

In accordance to the statutory '**Relationships Education, Relationships and Sex Education (RSE) and Health Education**', which takes effect in September 2020, and the '**Equalities Act 2010**', we teach Relationships Education alongside, Health Education and other PSHE areas of the curriculum. Relationships Education is taught in our EYFS classes, including our nursery, and throughout KS1 and KS2, age-appropriately and with sensitivity to individual children's needs, understanding and experiences. Relationships Education is made accessible at an appropriate level, with all relevant objectives covered, to all of our pupils, including those with special educational needs and disabilities (SEND) and will be adapted accordingly.

We teach all areas of the Relationships Education, Health Education and other PSHE areas through:

- discrete curriculum time;
- embedded within other subjects/curriculum areas, specifically within computing, RE, PE and science;
- through activities and school events, such as: playtimes; playground friends; house captains; a Wellbeing team (pupil voice) who develop the wellbeing of the children and adults in school; the school's behaviour policy; assemblies;





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residential and other external trips, extra-curricular activities, wrap-around care etc.

- through pastoral care and guidance.

The majority of our discrete lessons are taught with the guidance of Coram Life Education using their SCARF lesson planning. All our Relationships Education teaching will develop the knowledge, strategies, skills, language and confidence needed for our pupils to live out the values in our aims, at an age-appropriate level. In EYFS, much of the content is taught within the Early Learning Goals.

All staff ensure all children are taught Relationships Education in a safe, secure climate and to be able to explore their own and others' attitudes, values and skills.

Effective lessons will involve a high level of interaction, where each pupil has planned opportunities for learning through:

- the development of a trusting relationship between the teacher and their pupils and within peers, to enable the consideration of sensitive issues to take place;
- collaborative work;
- opportunities for reflection;
- challenge within a safe environment;
- respect for each genuinely made contribution;
- accommodating new information and skills; and
- building on current experience and using first-hand learning to achieve positive ends.

Visiting speakers, also contribute to the taught curriculum. For protocol regarding outside visitors please see the school's Child Protection and Safeguarding Policy.

Equality

At Pырford Primary, we ensure that all relevant provisions for the delivery of relationships education are compliant with the Equality Act 2010. We consider and are sensitive to individual children's religious backgrounds, using our prior understanding and any awareness made apparent by parents or religious leaders. We are sensitive and considerate to all pupils no matter of their age, sex, race, disability (SEND), religion or belief, gender or sexual orientation (known as the protected characteristics). We are mindful in the delivery of all aspects of relationships education, designing and teaching the children's learning, in accordance, and making Relationships Education and Health Education accessible for all pupils.





Child Protection and Safeguarding / Confidentiality

The safeguarding of our pupils is paramount within our Relationships Education, at Pyrford Church of England Primary School and is considered during all teaching of its objectives. Our Child Protection and Safeguarding Policy states that:

‘Pyrford Church of England Primary School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school’s safeguarding responsibilities.’

Teachers have been made aware that effective Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Should this happen, the staff member will inform the Designated Safeguarding Lead in line with the school’s Child Protection and Safeguarding Policy. A member of staff cannot promise confidentiality, to the child or children involved, if a concern arises.

Dealing with difficult questions

There will be times when any child might have a question regarding an element of Relationships Education being taught and it is current practice to answer children’s questions honestly, while having regard for their age, understanding and known experiences.

Ground rules of respect are established with the children to ensure that a level of sensitivity and confidentiality is kept within discussions and activities, if issues are spoken of.

Sex Education at Pyrford CofE Primary School

Sex Education is taught as PSHE within a broader science curriculum.

We interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory and are included in either Health Education or National Curriculum: Science. These objectives are shown below.





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Science

Describe the changes as humans develop to old age

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals.

Health Education

Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Pupils should know about menstrual wellbeing including the key facts about the menstrual cycle.

The statutory guidance states that when sex education is taught, it should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse in the second part of our sex education lessons.

A compulsory Curriculum

As of September 2020, parents do not have the right to withdraw their children from any statutory objectives within Relationships Education. Parents can withdraw their children from the aspects of Sex Education which are not included in the compulsory national curriculum for science.

Parental consultation

Information regarding Relationships Education, how we deliver it to children and the assessment, monitoring and evaluation of its impact has been shared with parents across the school. This included:

- a display of information
- an explanation of the new relationships and health education, within PSHE, and the methods of delivery
- available staff to discuss any concerns or positive comments
- a parent representative's meeting for the parents to voice opinions and views as representatives across the whole school
- the sharing of the draft policy and final policy when approved





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- The school will include information on Relationships Education and the final policy on the website.

Monitoring and Evaluation

The PSHE leaders are responsible for ensuring that all members of teaching staff, working with the children in our school, are familiar with the policy, statutory objectives and agreed schemes of work for Relationships Education. They will ensure that teaching staff receive the appropriate training and ensure that the agreed resources are being used.

The PSHE leaders monitor the delivery of Relationships Education through observation of teaching, impact and children's knowledge, understanding and demonstration of the values and key issues taught. Relationships Education is closely monitored and evaluated through discussion and consultation with all school staff, SLT, governors and parents during the first academic year of its delivery to ensure a valuable and effective curriculum.

National Support School
designated by



National College for
Teaching & Leadership

