

St James C of E Primary School

Relationships Education Policy

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St James C of E Relationship Education Policy

At St James' C of E Primary School we believe in the concept of the learning community and lifelong learning. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to become independent learners, with the ability to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help children to continue to develop and explore their potential.

This policy has been developed through consultation with:

- Headteacher
- Parents
- Governing body

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from the PSHE Association.

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

All school staff, parents and carers have been made aware of this policy, which is available to view via the schools' website.

Rationale

Relationships Education is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'.

Our Relationships Education curriculum adopts a holistic approach that promotes positive health and wellbeing.

Definition of Relationships Education:

Relationships Education is learning accurate and age-appropriate skills, exploring values and attitudes, acquiring knowledge about the body, reproduction and the life cycle. Relationships Education gives children and young people essential skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives. Learning how to stay safe on and offline in the digital world in which they live.

At St James' Relationships Education takes place in a range of ways. There are discrete, taught sessions which follow the curriculum included as Appendix 1. There will also be additional sessions that will occur in response to events inside and outside of school, where staff may feel that spending

time learning about how to build positive, respectful relationships will help the children develop. Respect for others, tolerance and respect are important elements of life at St James' and are promoted regularly, throughout the day.

Our school setting

St James' is a Voluntary Aided Church of England where the children come from varied faith backgrounds. Christian values underpin our work within a multi-ethnic community, as expressed in the school mission statement and St James' Charter which emphasises the importance of children respecting themselves and others.

As a Church of England school we model our values on the example of Christ, our school ethos "Love your neighbour as yourself" embodies our practice.

Aims and Objectives of this Policy

The overall aim of this Relationships Education policy is to enable effective planning, delivery and assessment of Relationships Education.

Our Relationship Education programme aims to equip our pupils with skills to prepare students for an adult life in which they can

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/ consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- To reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Teaching staff within our school will be confident in planning, delivering and assessing the Relationships Education curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents questions, responding appropriately.

Morals, Values, and Equalities Framework

Relationships Education strives to reduce intolerance and discrimination based on disability, sexual orientation, cultural or religious denomination.

Through Relationship Education St James C of E Primary School is working towards the promotion of spiritual, moral, cultural, mental, emotional and physical development of the child.

- The Relationships Education curriculum (Appendix2) will reflect the values of our school/PSHE curriculum and will be taught within the context of relationships.
- The Relationships Education curriculum at St James C of E Primary reflects our ethos, and encourages children to explore faith and cultural perspectives in a respectful way.
- Relationships Education will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

Delivery of Relationships Education

Many aspects of Relationships Education are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child and respond in a timely manner to questions that may arise from these lessons to reinforce learning.

Relationships Education is delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups for example menstruation which is covered as both a mixed gender group and then in more detail in a single gender group.

Ground Rules are used in all PSHE and Relationships Education lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality, if a disclosure is made then the school child protection/ safeguarding procedures must be followed.

Relationships Education is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

Pupils are able to ask anonymous questions by writing a note for the class worry/ question box/ ask it basket. This box is found in every classroom whilst Relationships Education is being taught.

Resources used are flexible in order to meet the individual needs of our community of pupils and curriculum. Lessons are differentiated to ensure they are accessible to all.

Correct medical/ scientific and inclusive language will be used throughout the Relationships Education and PSHE curriculum.

Relationships Education is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, P4C lessons, active teaching and learning, role play/scenarios, card sorting and small groups and whole class discussions.

External agencies can be invited to support or enhance the delivery of Relationships Education

These might include: the school nurse, police, NSPCC, Beacon, and St John's Ambulance

External agencies and visitors are invited to make themselves familiar with and understand the school's Relationships Education policy, confidentiality, Child Protection Policy and work within these policies.

All input to Relationships Education lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Parental involvement

The school is committed to working with parents who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and Relationships Education curriculum.

To promote effective communication and discussion between parents and their children, we notify parents through letters, emails, parent workshops, coffee mornings, displays, termly curriculum letters and the school website about when particular aspects of Relationships Education will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parents are also informed that the Relationships Education curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.
- To ensure school work in line with the Equality Act (2010).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

Parent right to withdraw

From September 2020, parents will no longer have the right to withdraw their child from relationships education at primary school (DfE, 2019).

Menstruation and Period Poverty

Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school.

Pupils are beginning to menstruate as early as in Year 4.

Pupils who are menstruating can obtain sanitary products from any member of staff and from the school office. Sanitary bins are provided in KS2 female toilets. Sanitary products can also be obtained

to take away from the school office if needed as part of the DfE free period products campaign (2020).

SEND

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding.

Evaluating and monitoring learning

To ensure that the curriculum content and teaching is effective, the delivery of Relationships Education will be assessed and evaluated in the classroom. Pupil evaluation of Relationships Education is carried out via surveys, discussions, AfL (which is planned into each unit of work).

The school will use pupil voice to influence and amend learning activities through questioning, draw and write activities, surveys pre- and post-topic mind maps, and discussion.

Relationships Education is monitored on an annual basis by the PSHE and Relationships Education Leads in the school to ensure that the content is relevant for the pupils and resources are updated.

Pupil Involvement

We involve pupils in the development of the Relationships Education curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

Relationships Education is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the Relationships Education work, in addition to those already used in the classroom.

Equalities Act

The Relationships Education policy reflects and is in line with the schools' equal opportunities policy and the school ensures that the Relationships Education teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, experiences or family background.

Inappropriate actions and bullying are not tolerated at St James C of E Primary school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and anti-bullying.

Confidentiality and Child Protection Issues

A child's confidentiality may not always be maintained by the teacher or member of staff concerned. Relationships Education discussions or lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If this occurred or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must discuss with the named Designated Safeguarding Lead and follow the procedure set out in the safeguarding/ Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

Process of professional development for Staff

Staff are updated via email and staff meetings of developments in key aspects of Relationships Education, including links with safeguarding, inclusion, equality, child protection and anti-bullying.

Regular Staff training is provided at staff meetings and INSET days by external organisations, such as Manchester Healthy Schools and the school nurse.

This Relationships Education Policy is supported by and links to the:

PSHE Policy

Safeguarding/Child Protection Policy

Behaviour Policy

Confidentiality Policy

Equality Policy

Anti-bullying Policy

Relationship and Sex Education Guidance – DfE (2019)

Health and Safety Policy

Review of this policy

This policy is reviewed at least every two years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Appendix 1

Primary iMatter PSHE Curriculum Overview

Year Group	Relationships Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 1	<ol style="list-style-type: none"> Who are the people in my life who love and care for me? What are the differences and similarities between people? What are the similarities between girls and boys? 	<ol style="list-style-type: none"> What makes me happy? What are feelings? What is the difference between good secrets and bad secrets? How does my behaviour affect others? 	<ol style="list-style-type: none"> What are the rules for keeping me safe in familiar and unfamiliar environments? What are rules about household substances? What is an emergency and what do I do? 	<ol style="list-style-type: none"> Where does food come from? How do I look after my teeth? How do I keep clean? 	<ol style="list-style-type: none"> What are class rules? (British Values) Where does our money come from? What is the environment?
Year 2	<ol style="list-style-type: none"> What is private? (body parts) What happens when the body grows young to old? What is fair, unfair, kind and unkind? (friendship) 	<ol style="list-style-type: none"> What is the difference between small feelings and big feelings? How can I keep safe online? What makes others happy? What is the difference between joking, teasing and bullying? 	<ol style="list-style-type: none"> How do medicines help us when we are unwell? How do I keep safe at home? What is my responsibility for keeping myself and others safe? 	<ol style="list-style-type: none"> Why do I eat? Why should I be active? How can I prevent diseases spreading? 	<ol style="list-style-type: none"> What groups and communities am I a part of? How do we make choices about spending money? How can we look after the environment?
Year 3	<ol style="list-style-type: none"> What is personal space? What does a healthy relationship look like? Why is being equal important in relationships? 	<ol style="list-style-type: none"> How do my feelings affect my behaviour? How can I manage my feelings? What are the ways we communicating online? What am I good at? 	<ol style="list-style-type: none"> What happens when I breathe smoke in the air? How do I recognise risks in my life? What do I do in an emergency? 	<ol style="list-style-type: none"> What is a healthy diet? What is an unhealthy diet? How do I keep safe in the sun? Why is personal and oral hygiene important? 	<ol style="list-style-type: none"> How do rules and law protect me? What is the difference between my local British communities and global communities? What are the links between work and money?

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Year 4	<ol style="list-style-type: none"> What is diversity? Do boys and girls have different roles? What changes happen to my body? 	<ol style="list-style-type: none"> What is resilience? What does it mean to have responsibility over my choices and actions? What is discrimination? 	<ol style="list-style-type: none"> How do I manage risks in my life? What is self-control? What is the difference between legal and illegal drugs? Are all drugs harmful? 	<ol style="list-style-type: none"> How do I make sure I get good quality sleep? What is fuel for the body? Does all food provide the same amount? How do I know if I'm physically ill? 	<ol style="list-style-type: none"> What are the rights of the child? How do we look after our money? What is sustainability?
Year 5	<ol style="list-style-type: none"> What is puberty? What are the different relationships in my life? What is unwanted touch? Understanding FGM 	<ol style="list-style-type: none"> What is mental health? How do I negotiate and compromise? How do I stay safe on a mobile or tablet? How can I be happy being me? (body image) 	<ol style="list-style-type: none"> How do I respond to dares? What are 'habits'? Who or what influences me? 	<ol style="list-style-type: none"> How can we stop the spread of infection? Why are vaccinations important? Why is it important to know about nutritional content of food? 	<ol style="list-style-type: none"> How and why do we make and change rules? What is Fair Trade? How can I combine sustainability with fair trade using my enterprise skills?
Year 6	<ol style="list-style-type: none"> What changes happen in my life? What happens in a loving relationship and what is forced marriage? 	<ol style="list-style-type: none"> How can I challenge negative thoughts and feelings? What is stereotyping? How can the internet positively and negatively affect our mental health? 	<ol style="list-style-type: none"> How do drugs affect the mind and body? How do I manage peer pressure? What are basic emergency first aid skills? 	<ol style="list-style-type: none"> How is my mental and physical wellbeing connected? How do I keep physically healthy? Can I plan and prepare a healthy meal? 	<ol style="list-style-type: none"> Why is it important to be critical of the media online and offline? How do people manage money? What do I want to be?

By the end of primary school the children will have covered the following content of curriculum under science, health and relationships. The following titles are contained within the 2019 RSE statutory guidance.

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

Mental wellbeing

Physical health and fitness

Internet safety and harms

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent body