



Edith Cavell Primary School

Relationships Education Policy

Signed: *A. Heavey* Chair of Governors

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Date: October 2020

Review date: October 2023

Edith Cavell Primary School **Relationships Education Policy**

Rationale

Relationships Education describes the teaching and learning we offer to the children and young people in our school, helping them to understand their own and others sexuality and to develop skills for relationships and informed decision making. We believe that Relationships Education is the entitlement of all young people and we are committed to deliver it within the context of a broad and balanced programme of personal, social and health education, supporting them in learning about different faiths and cultures and underpinned by values promoting equality and respect. Teaching Relationships Education is developmental and the areas covered in our curriculum will be matched to the age and stage of understanding of our children. We also believe that parents have the responsibility in this area and that in order to be truly effective our work should be in partnership with them.

Policy

It is our policy to teach children to develop skills for relationships and informed decision making as part of the Personal, Social and Health Education (PSHE) framework. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

The documents that inform this curriculum include; *The Education Act (1996)*, *The Learning and Skills Act (2000)*, *The Education and Inspections Act (2006)*, *The Equality act (2010)*, *The Supplementary Guidance SRE for the 21st Century (2014)*, *Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018)* and *Children and Social Work Act (2017)*.

Definition of Relationships Education

The PSHE Association states that;

Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health education.

Roles and Responsibilities

The Relationships Education programme will be led by the PSHE lead.

Aims

It is our aim that pupils will develop:

- Respect for themselves and for others, and understanding differences and similarities.
- Self-confidence and self-esteem.
- An appropriate set of values to guide their own behaviour and their relationships with others.
- Responsibility for their own actions.
- Responsibility towards their own families, friends, school and the wider community.
- Appropriate communication and social skills.
- Knowledge of sorts of behaviour that are and are not acceptable.
- Knowledge to keep them safe from abuse and exploitation.

To achieve these aims teachers will:

- Ensure sensitive support for pupils as they grow up.
- Deal with any questions honestly and sensitively.
- Refer questions to parents as appropriate.
- Inform parents when it is considered necessary
- Pupils will be given accurate information and helped to develop skills to enable them to understand differences and respect themselves and others and for the purpose of preventing and removing prejudice.

Teaching and Learning

Relationships Education will be taught through the PSHE and Science topics. Specific Relationships Education lessons will be taught following the Jigsaw scheme and will include the statutory following areas (as outlined in the DfE guidance) 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. Whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Each unit of Relationships Education is specific for each year group. Pupils will be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and listen to your opinions or concerns regarding this.

Relationships Education has three main elements:

1. 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**
- **developing critical thinking as part of decision making**

2. 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 with an absence of prejudice**
- **developing an appreciation of the consequences of choices made**
- **managing conflict**
- **learning how to recognise and avoid exploitation and abuse**

3. Knowledge and understanding

- **learning and understanding physical development at appropriate stages**

- **understanding human sexuality, reproduction, sexual health, emotions and relationships appropriate to the needs of the pupils**

Organisation -

Implementation and delivery

Relationships Education will be taught through planned aspects within Science, PSHE and Religious Education curriculum, addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects.

Teachers will reinforce learning in the way they handle any conflicts or difficulties individual children may experience

Programme of Study

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase (nursery to Year Six) including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Edith Cavell we allocate half an hour to PSHE each week or one hour every two weeks in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

All lessons will be delivered by staff familiar to the children. Use of visitors should be to enhance teaching by an appropriate member of the teaching staff rather than a replacement.

Pupil Groupings:

Mixed ability grouping, but when appropriate, single sex groups, which will both be subject to the same information.

Staffing:

Staff training will take place to ensure they feel comfortable with, and knowledgeable about the subject matter. This will be through in-house training as staff are being asked to teach within the school's values framework and supports staff in their role as teachers of relationships education.

Confidentiality and Advice

Teachers will:

- Make sure that pupils and parents or carers are aware of the school's Confidentiality and Safeguarding Policy and how it works in practice
- Reassure pupils that their best interests will be maintained
- Encourage pupils to talk to their parents or carers.
- Ensure 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, follow the child protection procedures.
- Making sure that pupils are informed of sources of confidential help, for example Childline.
- Making sure that pupils and parents or carers are aware of the school's Confidentiality and Safeguarding Policy and how it works in practice.

Special Educational Needs

Young people with special educational needs will be included in Relationships Education lessons and 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. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

Equality

The DfE Guidance 2019 states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Edith Cavell we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:
'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Parental Partnership

The school is committed to working with parents in the teaching of Relationships Education. At the end of the Spring Term the parents of children in Years Five and Six will be informed of what their children will be taught in PSHE and Science. The parents will be allowed to withdraw children from content taught through PSHE but not through Science.

Parents who wish to exercise the right to withdraw from non-statutory elements of the PSHE programme are asked to meet with the head teacher who will explore their concerns and the possibilities of adjusting the approach to the programme.

Once a child has been withdrawn they cannot take part in the programme until the request for the withdrawal has been removed. Parents will also be made aware that their child may receive second hand information from other children which may not be as accurate as they will have been taught in the lesson.

Monitoring and Evaluation

Relationships Education will be monitored within the school's existing monitoring and evaluation policy. The Curriculum Committee of the governing body monitors this policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RHE) programme, and makes a record of all such comments.

Assessment recording and reporting

Children's knowledge and understanding will be assessed at the end of relevant modules in Science and PSHE. These will be reviewed by the Well Being team.

Their progress and learning in Relationships Education will be regularly assessed against the appropriate learning outcomes, using a variety of methods including the use of Draw and Write techniques, circle time, brainstorming questionnaires, quizzes and activities.

Review

This policy was reviewed in Summer 2020.