



Relationships Education Policy

This policy was initially introduced in July 2021, following a consultation with parents, staff and governors. It was then reviewed on 14 November 2022 and will be reviewed again in 3 years or earlier if required.

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Rational & Ethos

This policy covers our school's approach to Relationships & Health Education (RHE), which is part of the wider Personal, Social, Health & Economic Education (PSHE) curriculum.

In our school, we will include the wider aspects of sex education as recommended by the DfE, PSHE Association and approved by our governing body (allowing parents the right to withdraw).

This policy was produced through consultation with education staff, parents and the governing body.

Here, at Grange Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We believe that relationships education is important for our pupils and our school as it helps children and young people to be safe, healthy and happy as they grow up and in their future lives.

We also believe that Relationships and Health Education must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding and we understand that schools in England are required by law to provide relationships education in primary schools.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

We ensure that Relationships and Health Education is inclusive and meets the needs of all our pupils, including those with SEND, by planning and delivering a curriculum which is sensitive and responsive to the needs, age, cultural and religious views of our pupils and their family backgrounds.

Schools also have specific responsibilities in law, in relation to equality and protected characteristics. Our curriculum will seek to foster these equalities and challenge all forms of discrimination and bullying, whilst being respectful of pupils' and parents' views.

Legislation

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

Our PSHE policy is informed by, but not limited to, existing DfE guidance and our school policies:

- Keeping Children Safe in Education (statutory guidance)
- School Behaviour Policy
- School Safeguarding and Child Protection Policy
- School Single Equalities Policy
- SEND code of practice: 0 to 25 years (statutory guidance)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- Education Act (1996)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (Feb 2020)

Roles and responsibilities.

The Relationships and Health Education programme will be led by a governor, a member of the Senior Leadership Team and PSHE Lead. It will be taught by class teachers and supported by teaching assistants. Education staff will receive RSE training on a regular basis.

The head teacher will be responsible for supporting the PSHE Lead. The PSHE Lead is responsible for ensuring appropriate progression and implementation of the RSE curriculum with due regard to statutory content and guidelines.

Parents and carers are strongly encouraged to engage with the Relationships and Health Education curriculum, be aware of the content and promote the values of the school.

Curriculum design

Our Relationships and Health Education programme is an integral part of our whole school PSHE education provision. In our school, we will include the wider aspects of sex education as recommended by the DfE, PSHE Association and approved by our governing body (allowing parents the right to withdraw).

The Programme of Study sets out learning opportunities for each key stage, in seven themed areas: Healthy and happy friendships, similarities and differences, caring and responsibility, families and committed relationships, healthy bodies and healthy minds, coping with change and Living in the Wider World. Our school is following the Discovery education health and relationships for the first six themed areas and the PSHE Association for living in the wider world. Our programme of study comprises:

- A long term plan for the year across all year groups.
- separate grids for each year group, setting out learning objectives for each half-term
- resources and links to further resources (including PSHE Association resources, resources carrying the Association's Quality Mark and any other appropriate resources that support delivery.)

We know that this approach covers all of the statutory requirements of the DfE's 'Relationships Education, RSE and Health education' guidance. This approach allows different year groups to work on similar themes at the same time, building a spiral progression year on year.

The long-term overview covers the content covered in each stage and year group. Learning about relationships and sex education in PSHE education lessons will link to/complement learning in Science and RE.

Assessment/ Self-assessment

Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. In our school, a strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Learning should be assessed and assessments used to identify where pupils need extra support or intervention. These assessments may include self-assessment and teacher assessments.

Safe and effective practice

At Grange Primary School, we will ensure a safe learning environment by creating class rules for PSHE and Relationships and Health Education lessons and agreeing methods for responding to questions as a staff. Teachers and pupils will agree ground rules at the start of the year by creating 'PSHE rules' and displaying these at the start of each session.

Distancing techniques such as adults using 'I know someone who' and encourages children to start sentences with phrasing such as 'my friend has' will be used so that personal or sensitive information is not shared in a group situation. Distancing techniques are used to encourage more open discussion whilst at the same time giving some protection to the feelings of both pupils and teachers. ***See Appendix 1 for more details.***

Pupils' questions may be answered using, for example, a post box system. Children will be able to ask questions anonymously. They will write their questions and drop it into the post box to be responded to at the beginning of the next lesson. All appropriate questions will be responded to.

Strategies to handle sensitive issues will be decided by the class teacher in conjunction with a member of the school's Safeguarding team where appropriate.

All staff teaching Relationships and Health Education will be supported by attending an initial INSET session on 9th June 2021. Regular and appropriate training will be provided ongoing from this date.

Safeguarding

Teachers are aware that effective Relationships and Health Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead (DSL) and in his /her absence their deputy. The DSL is the Head teacher, Cheryl Taylor and the backup DSL is our deputy head teacher Kate Hesketh.

All staff have annual safeguarding training and have access to the safeguarding portfolio of documents - some of which are mentioned above. Our school also buys in support from the Local Authority safeguarding team who can provide further guidance and advice where needed.

Visitors

The procedure for inviting Visitors/external agencies must run through the school safeguarding procedures and the school Educational (EVC) procedures. Visitors/external agencies which support the delivery of Relationships and Health Education will be required to:

- Liaise in advance with the PSHE lead and class teacher to ensure content and mode of delivery sits within our policy guide lines.
- Provide satisfactory DBS evidence in advance of visiting.
- Where a visitor does not have DBS, this does not automatically preclude them, they would be accompanied by a member of staff at all times.
- We will endeavour to obtain a reference from a school they have visited or the society/association to which they belong unless we have had a successful prior visit.

Engaging stakeholders:

Parents will be informed about the policy through newsletters, emails and the school website. We are committed to working with parents and carers by engaging them in the consultation process. Once agreed, offering face to face familiarisation events which will include sample lessons, looking through the policy, opportunities to review the policy.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through initial policy consultation, through sharing an overview of the curriculum, sample lesson plans and a parent information session. We will notify parents when Relationships and Sex education will be taught, through our Showbie class pages and school website.

***Parents/carers have the right to withdraw their children from
RSE content that is not part of statutory NC Science.***

If a parent/carers requests that their child be removed from the wider aspects of sex education, which are not part of the National Curriculum, but are recommended by the DfE, we will arrange a meeting to discuss and agree which aspects are to be withdrawn and/or provide materials so that the parent can discuss themes with their child at home. School will respond sensitively to the reasons provided by the parent and offer support where requested by parents who would like to address these wider aspects themselves.

Governors will be engaged with the process of the Relationships and Health Education policy and curriculum through participating in the consultation process, making decisions about delivery content and coverage, face to face meetings which include the PSHE lead and full governing body and through nominating a governor lead. The governor lead in our school is Joanne Stewart.

Pupil voice will be used to review and tailor our Relationships and Health Education programme to match the different needs of pupils through the teaching and learning committee.

Appendix 1 Distancing Techniques

Distancing techniques depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves.

Distancing also helps pupils learn and then reflect on how it applies to their own lives. Different learning styles are accommodated. Pupils who struggle with written work often come into their own when given the chance to take on roles or to respond to scenarios. Teachers can be more confident when using distancing techniques as it also reduces the possibility of upsetting pupils, unexpected disclosures or inappropriate comments.

The following approaches are example techniques which may be used in PSHE lessons. These techniques ensure that pupils are able to learn and discern their own attitudes and opinions in a climate of trust, co-operation, support and openness. They also allow pupils to share their feelings without attracting personal feedback and allow a confident delivery of sensitive topics.

Ten Techniques to Try distancing-techniques-in-PSHE

Magazine Reviews: this is one of the simplest techniques to get you started as it is easy to resource. Use a range of teenage magazines (pupils will help you with supplies!) to explore issues and opinions on topics such as body image, gender portrayal, sex and relationships and advertising. This can then lead into:

Agony Aunts and Uncles: in small groups of three or four. Each group takes on the role of an agony aunt or uncle and is asked to respond to an imaginary letter that has been sent to a magazine or radio show, explaining to the class how they came to their solution. Groups may then share further ideas and debate alternatives.

Buzz groups: the class is divided into several sub-groups to discuss a dilemma or situation for a short, specified period of time, during which they try to form an opinion on the subject. Then they come back together as a class to share their ideas. This can be used very successfully with topical news issues such as internet grooming, youth radicalisation, the increase in food banks, etc.

Ask-it Basket: or question boxes. Pupils write down questions, anonymously if preferred, and put them in the Ask-it Basket, ready to be answered next lesson. Whilst having obvious benefits of 'distance' for the pupils, it also gives the teacher the time to consider the best response, research up-to-date correct facts or consult a colleague or professional (e.g. nurse). It also eliminates the anxiety of being 'caught on the hop' by awkward questions.

Role play: although this takes a little more preparation, it is well worth persevering with role play techniques because of the excellent outcomes and learning that can be achieved. Pupils take on the roles of other people and act out a scenario. The 'audience' can ask them to re-wind, freeze-frame or move forward to explore different consequences and decisions. Certain characters can be put in the spotlight and their actions discussed or questioned in role. Ask your Drama teacher to help with tips on organisation.

TV Storylines: if role play seems too challenging for teachers who are new to your PSHE team, TV storylines may be used to similar effect. Pupils watch a short clip of a story from a TV programme or

soap episode. Examples might include substance misuse, bullying behaviour, domestic violence, teenage pregnancy, peer pressure or the effects of alcohol. This is followed by discussion, Q&A or group/pair work on the issue. Pupils can write a script to continue the story or, at a more complex level, can analyse how the characters could have made choices that might have avoided getting into the situation.

Conscience Alley: is used to explore a moral dilemma. The class lines up in two rows facing each other, creating a corridor. One person walks down the corridor and each pupil calls out, or whispers advice, suggestions or feelings to the individual. At the end, the individual can choose what to do, based on the advice that has been given. Follow up with discussion of the outcome.

Consequences: pairs or groups are given a situation to discuss and then consider the possible options and consequences. It is important when using this technique to get the pupils to think about realistic consequences, both positive and negative. This is especially useful for the understanding and assessment of risk.

Media Check: the class uses a variety of newspapers, web pages, TV news bulletins, music videos, film reviews, TV clips to consider how people or issues are portrayed differently by various media. An example could be to look at how different types of family groupings are represented in TV soaps or how 'celebrities' are reported in the media.

Syndicates: this is a type of role play where pupils are formed into groups, each of which has to represent the viewpoint of a particular organisation or section of society. The groups have to debate or enter into negotiations with each other to understand the different points of view.

Further information:

Positive Guidance on Aspects of Personal, Social and Health Education – National Children's Bureau.

Effective Teaching and Learning in PSHE education:

www.pshe-association.org.uk/curriculum-and-resources/resources/ten-principles-effective-pshe-education

Further References: Lynne Deacon, Creative Education Associate