

Relationships Education Policy

March 2020

Review March 2021

Article 2: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or day, whatever type of family they come from.

Article 6: Children have the right to grow and develop.

Article 12: Children have the right to give opinions and for adults to listen and take it seriously. They should have respect for other opinions and to listen to them carefully.

Article 13: Every child has the right to find out and share information.

Article 15: Children have the right to meet others.

Article 19: Children have the right to be protected.

Article 28: Children have the right to an education.

Article 29: All children have the right to be the best they can be.

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Headteacher's Signature: _____

Chair of Governors' Signature: _____

Reviewing Committee: **Full Governing Body**
Reviewed and ratified: Draft version: **March 2020**
Term of Review: **Annually**

Key Guidance and Legislation

The Department for Education (DfE) published guidance preparing for statutory relationships education in primary schools and relationships education and sex education (RSE) in secondary schools from September 2019. This is to ensure universal coverage (including risks associated with growing up in a digital world) and improved quality of RSE, within the context of Personal, Social, Health and Economic (PSHE) education, across all schools. See www.gov.uk/government/publications/relationships-education-rse-and-pshe.

In the meantime schools can refer to the latest guidance—DfE 2000), www.gov.uk/government/publications/sex-and-relationship-education, supplementary advice from the PSHE Association (2000) to be read alongside DfE guidance, www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-RSE-21st-century, and the Sex Education Forum's 'Twelve principles of good quality RSE (2017), www.sexeducationforum.org.uk/resources/advice-guidance.

All schools must provide a curriculum which '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.' (Education Act 2002 and Academies Act 2010)

Under the Children Act 2004 maintained schools also have a statutory duty to promote children and young people's well-being.

Under the Equality Act 2010 schools are expected to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

'Working together to safeguard children' 2018 and 'Keeping children safe in education' 2018 DfE draft statutory Guidance on RSE, Relationships and Health Education - to be implemented from 2020.

A) Policy Statement

At Elmgrove Primary School and Nursery, we believe that children should be supported at home as well as in the school setting. Education should be mutually supportive and complementary. We promote high quality relationships and sex education (RSE) to create safe school environment where pupils can grow, learn and develop positive, behaviour for life.

In this document Relationships Education relates to 'learning about physical, moral and emotional development' as stated in the National Curriculum for Science. Some elements of RSE taught at Elmgrove follow the statutory guidance for Science, such as, the biological aspects of puberty and reproduction. The rest are based on the non-statutory PSHE guidance. The Department for Education 'continues to recommend that *that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils*'. Family life, stable and loving relationships, respect, love and care alongside the British Values are important and children must recognise this.

B) Relationships Education

Relationships Education is about the emotional, social and cultural development of pupils. And involves learning about relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. Relationships Education is **not** about the promotion

of sexual activity.

In today's world with the internet and social media being high profile tools for research and information gathering, children are at risk of being misinformed. Children learn about relationships from the youngest age through media, Relationships Education is a means to ensure that facts are taught and that children are informed appropriately. Family is a broad concept; it includes a variety of types of structure and acceptance of different approaches without promoting a particular family set up. The important values are love, respect and caring for each other.

C) Aim of the Policy

- To provide a secure, sensitive and caring framework where learning and discussion can take place.
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of pupils.
- To foster self-worth and awareness, together with a sense of moral responsibility.
- To help children acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness.
- To emphasise equality and responsibility in relationships and confront gender based exploitation.
- To teach children to have respect for their own bodies, with particular reference to the NSPCC PANTS programme.
- To teach children the importance of health, hygiene, respect and care for their bodies, in accordance with the Science Curriculum.
- To prepare pupils for puberty and encourage them to take responsibility for their own actions, in accordance with the Science Curriculum.
- To understand that differences in relationships could be based on cultural, religious and individual circumstances.
- To teach an understanding of reproduction and sexual development themes, for example FGM, that it is against British law and what do if someone is at risk.
- To consider the values of family life, stable relationships and the responsibilities of parenthood.
- To build vocabulary and confidence to enable children to openly talk about their bodies, emotions and relationships.

D) Delivery of Relationships Education

At Elmgrove Primary School we help children develop social and emotional skills and wellbeing through:

- Communication; including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision making.
- Self-respect-awareness and empathy.
- Recognising and maximising a healthy lifestyle.

- Managing conflict.
- Discussion and group work.

These skills are taught within the context of family life, school culture and the wider community.

E) Roles and Responsibilities

The PSHE Subject Lead is responsible for the co-ordination, development, monitoring and evaluation of Relationships Education; the named governor has oversight.

This policy will be presented to all staff, governors and parents and a copy will be made available to them. All staff are responsible for the delivery of the Relationships Education curriculum and are trained with how to deal with safeguarding concerns, detailed in the Child Protection Policy.

The Role of the PSHE Leader:

To provide schemes of work, and to ensure continuity and progression throughout the school.

Monitor the effectiveness of the programme.

Support all staff to ensure that the main components are addressed effectively.

Evaluate the effectiveness of the programme by reviewing staff evaluations and pupil evaluations and monitoring the curriculum.

F) Inclusion and Differentiation

Staff will take full account of individual differences, including cultural background, ethnicity, abilities, age and gender. Teachers will plan experiences appropriate to meet the children's needs and encourage them to reach the highest possible standards. During their time at school, some pupils will require extra support in managing their feelings. At these times the delivery of lessons may need to be adapted to support vulnerable pupils.

G) Relationship Education and Safeguarding

At Elmgrove Primary School, we believe that safeguarding should be present in all aspects of the school and that pupils should be kept safe from harm emotionally and physically through the knowledge of how to care for their bodies, health and minds. The main focus of this policy is to prevent and educate. Many outside factors influence children and we believe that an emphasis on safeguarding has an impact on the culture of the school, can be found throughout all judgements and is accentuated within a broad and balanced curriculum.

Relationships Education lessons are part of our planned PSHE programme. These support our duty to safeguard pupils. The lessons enable pupils to:

- Know their rights to be protected and kept safe
- Understand potential dangers they could face

- Be encouraged to adopt safe and responsible practices and deal sensibly with risk
- Develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- Know when and who to ask for help when needed

Particular issues covered include:

- Bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice-based bullying (also in Computing).
- Racist, disability, and homophobic and transphobic abuse.
- Radicalisation and extremist behaviour.
- Child sexual exploitation (CSE).
- Sexting.
- Substance misuse (also in Science).
- Issues that may be specific to local area or population, for example, gang activity and youth violence.
- Particular issues affecting children including domestic violence, sexual exploitation and female genital mutilation (FGM).

H) Monitoring and Evaluating Policy and Practice

- The policy will be made available to the children, parents, staff, governors and inspectors.
- It will be available on the schools' website.
- The programme will be evaluated at the end of each topic via pupil and teacher evaluations, and through informal feedback from staff.
- The PSHE Leader, using evaluation evidence, reports from staff, and feedback from pupils and parents, will review the policy in September 2020.
- The review of the policy will need to consider staff training needs, effectiveness of resources being used, and the use of outside agencies and outcomes of procedures, when responding to drugs-related incident.

I) Assessment

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

We establish what pupils already know through:

- Brainstorms, mind maps and discussions
- Draw and write activities to find out what pupils already know
- Other activities to find out what pupils feel is important to them

Assessment is the process where each pupils' learning and achievement is measured against the lesson intention

We assess pupil progress through:

- Pupil reflective assessment sheets at the end of each topic to enable them to reflect on their own learning, progress and next steps
- Written or oral assignments
- Questionnaire and surveys
- Pupil self-evaluation
- Reflective logbooks
- One to one discussion
- Feedback to pupils
- Peer Assessment

J) Monitoring and Evaluation

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE Leader is responsible for monitoring and evaluation of Relationships Education. Methods used include:

- Feedback on lessons
- Pupil interviews
- Individual lesson adaptations
- Pupils completing end of topic evaluations
- Teachers completing end of topic evaluations
- PSHE book looks
- Annual PSHE review
- Data collected from initial need assessment is compared to same assessment at end of topic.

K) The Curriculum

Refer to appendix A – The PSHE Association Suggested Programmes of Study for KS1 and KS2.
Refer to appendix B – The Statutory Science Curriculum.

L) Female Genital Mutilation - FGM

Definition of FGM

“Female Genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons.”

(World Health Organisation 1997)

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. It is a violation of the child’s right to life and their bodily integrity as well as their right to health. It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place can be punished by fines or up to 14 years in prison.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent in the Middle East and Asia. It is not a religious requirement and there are no health benefits. It is a cultural practice.

Communities particularly affected in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Pakistan, Indonesia and Afghanistan; particularly first generation immigrants, refugees and asylum seekers.

This procedure often takes place in the summer, using the school holidays to recover (recovery takes 6 – 9 weeks.) It is important to be alert when a girl from a high risk group is absent from school for a long period or when a family request an ‘authorised absence’ just before a school holiday.

Children might also be talking about a special ceremony or a special holiday abroad. Signs that FGM may have taken place include:

- Difficulty walking, standing or sitting
- Spending much longer times in the toilets
- Unusual behaviour after a long absence
- Not wanting to participate in PE or other physical play/activities
- Acutely painful menstrual cycles
- Asking for help or being anxious but not able to be explicit due to embarrassment or fear

“FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.”

(Department for Education: Keeping Children Safe in Education September 2018)

M) Parental Involvement

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents have the right to see and discuss the content of the lessons of Relationships and Sex Education taught outside of the National Curriculum that their child will receive. Parents will be notified when these lessons will take place to allow parents to discuss lesson content with the teacher or coordinator (see Appendix C).

N) Procedures for Withdrawal from Relationships and Sex Education (RSE)

- Parents have the right to withdraw their children from Sex Education taught outside of the National Curriculum, but if they choose to withdraw their children from school provision they have a responsibility to provide alternative Relationships and Sex Education at home.
- This will be reviewed annually.
- A pupil cannot be withdrawn from Relationship and Sex Education where this is taught in the Science National Curriculum.
- Children who are withdrawn from Relationships and Sex Education lessons will still receive biological information but not taught in the context of relationships.
- In the instance that the right to withdraw is exercised, parents/carers should be made aware that Relationships and Sex Education could arise naturally from class discussion.
- Parents, in discussion with the Headteacher, should make it clear which aspects of the programme they do not want their child to participate in.
- Children whose parents/carers exact their right to withdraw them from RSE will be temporarily moved to an alternative class.

O) Review

The Headteacher and staff will review this policy annually.