



Fairchildes Primary School

Relationships Education Policy

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This policy has been written in consultation with the Governing body, parents and members of staff to reflect the community that we serve at Fairchildes.

Introduction

This policy has been developed in accordance with the DFE 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education document. An updated RE scheme of work for Reception to Y6 has been developed and is included within the PSHE scheme of work.

Relationships Education is about physical, moral and emotional development, providing a forum to give pupils the life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. It emphasises the importance of stable and loving relationships, respect, love and care and respects diversity. It provides knowledge and skills which are intended to help students manage a healthy lifestyle.

At Fairchildes we have a commitment to ensuring that the programme is relevant to and inclusive of all students and is taught in a way that is age and stage appropriate. The learning programme will ensure that aspects such as possessing empathy, dealing with feelings and expressing emotions are recognised, thus creating a culture that supports open and responsible discussion around relationships, health and well-being. It provides a positive, holistic relationships education programme that meets the needs of all learners.

Aims and Objectives

At Fairchildes, the education of relationships will aim:

- To provide a framework in which sensitive discussions can take place.
- To help pupils develop feelings of self-respect, confidence and empathy.
- To create a positive culture and mutual respect around issues of relationships of all kinds.
- To provide reassurance that change is part of the life cycle
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To prepare older pupils for puberty, and given them an understanding of the importance of health and hygiene.
- To support pupils and staff from all types of families and social situations

Across All key stages pupils will be supported with the development of the following skills:

- 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 and empathy for others
- Recognising and maximising a healthy lifestyle.
- Managing conflict

Legislation (Statutory regulations and guidance):

The current regulations and guidance from the Department for Education state that from September 2020, all schools must deliver Relationships Education (in Primary schools) and Sex Education (in Secondary Schools).

Parental Rights:

The parental right to withdraw pupils from Relationships Education remains for aspects of Sex Education which are not part of the Science curriculum. All children have the right to learn about healthy relationships and how to keep themselves safe and healthy, and as such parents do not have the right to remove their child from lessons which are focussed on relationships or health.

Documents that inform this policy include:

- Education Act (2011)
- Equality Act (2010)
- Supplementary Guidance SRE for 21st century (2014)
- Keeping children safe in Education (Updated September 2020)
- Children and Social Work Act (2017)

Other related policies and documents include Fairchildes': PSHE policy, Anti-bullying Policy, Safeguarding policy and Inclusion policy.

Teaching Relationships Education within PSHE:

Class teachers and designated Dot.com leads will take responsibility for teaching Relationships Education and PHSE from the EYFS to Year 6. These lessons are set out in the school curriculum and include the Dot. Com scheme and Zones of Regulation. As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, circle time, online resources, group work, drama and role play.

Teachers/ Dot.com leads will follow the plans for their year group and ensure that a safe learning environment is established. Teachers/ Dot. com leads and pupils will agree and set the ground rules to ensure that each pupil feels comfortable and safe during these lessons. If a class teacher/Dot.com lead feels that an issue needs to be addressed in more detail with a specific pupil, the pastoral team will be informed and assistance given.

In general, pupils will be taught in their normal mixed gender classes although on occasions activities may be organised in single gender groupings to enable the pupils to focus on specific issues.

Some areas are also part of other subject curriculums, such as Science, Computing, RE and PE. Subject leads should ensure that lessons complement rather than duplicate content covered in PSHE and Relationships Education.

Staff training:

Staff training will be undertaken through an ongoing programme of professional development for all areas of PSHE and relationships education to ensure that teachers are confident and skilled in its delivery. Whole school staff training will ensure that the correct and consistent terminology is used throughout the school and that staff feel confident to discuss the topics that arise in PSHE lessons.

Safeguarding:

Staff are aware that effective Relationships 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 matter. This includes staff fulfilling their legal duties and delivering teaching to prevent extremism, forced marriage, honour based violence, Female Genital Mutilation (FGM), human trafficking, modern day slavery, sexual exploitation, grooming, children missing from home or care, and any kind of abuse. Teachers will consult with the Designated Safeguarding Lead.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of Relationships Education in school for example, NSPCC, Lives Not Knives etc All visitors to school must follow our safeguarding and Covid- 19 safety procedures.

Confidentiality:

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned, however staff must not promise absolute confidentiality, as work relating to Relationships Education may give rise to disclosure. In these cases, staff will follow Safeguarding Policy.

Inclusion:

The Relationships Education curriculum will focus on the needs of the individual pupils and meet them as flexibly as we can. The curriculum will be differentiated and personalised to meet the needs of all pupils. Our aim is to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups with their diverse experiences, including those with special educational needs and disabilities who will be given extra support. All forms of discrimination will be challenged in Relationships Education and in every day school life. All teaching will be sensitive and age appropriate in approach and content. (Refer to Equality Act 2010).

Assessment:

At Fairchildes, assessment is planned as an integral part of teaching and learning. It will be active and participatory, helping pupils to recognise the progress they are making in developing their skills, attitudes, knowledge and understanding including their contribution to learning.

The teaching of PHSE and Relationships Education will be monitored by the Healthy Schools Coordinator and the Relationships Education Coordinator who will work alongside The Zones of Regulation and Dot Com leads to ensure consistency and continuity.