



## **St Peter and St Paul CE Academy**

### **Relationships Education Policy** **February 21** **(most recently reviewed in March 23)**

## Relationship Education Policy

### **Context/Introduction**

“All schools must have an up to date Relationships Education policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly”

*Sex and Relationship Education Guidance (DfE 0116/2000)*

### **Definition:**

*‘Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.’* It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

### **Our School**

We are a large Church School catering for pupils from age 4 to 11 years in Syston and the surrounding areas.

We value and welcome all of our children and don’t discriminate on the grounds of gender, ethnicity, culture, religion or ability. Our core values of honesty, perseverance and respect run throughout the curriculum that we provide.

Our SEN policy states that, if a child has a special educational needs, it may be appropriate to administer an MOT programme (My Own Targets) or a Pupil Passport (Social, Emotional, Mental Health issues). In some situations, where children have complex needs will be replaced by an Educational, Health and Care Plan (EHCP) which links all the services together and covers the age ranges of 0-25.

Some pupils receive support from outside agencies alongside the support offered by the school. Our provision map identifies all of our pupils’ needs allowing us to allocate our own support staff to individuals and groups at specific times each day.

You can read our SEN & D policy on the school website.

### **Moral and Values Framework**

Sex and relationship education will reflect our school values as mentioned above.

SRE will be taught in the context of relationships.

In addition SRE will promote self esteem and emotional health and well-being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

### **Process for Policy development**

This policy was developed by a working party of 4 members of staff – the PSHE coordinator, the relationships education coordinator, the head teacher and the deputy head teacher.

The policy is subject to consultation with pupils, parents/carers, teaching, non-teaching staff, governors, and other relevant agencies.

Methods of consultation include, auditing existing provision in order to develop, implement, monitor and evaluate the curriculum.

The Policy is to be sent to all parents to allow the opportunity to share the policy and receive feedback.

### **Relationships Education and Health and Wellbeing.**

Teaching about sex and relationships education takes place as part of the teaching of Relationships Education and Health and Wellbeing that were made statutory in the summer of 2020.

### **Aims for teaching of Relationships Education**

The aim is for our teaching of Relationships Education to form the building blocks of positive relationships. In the first instance, at EYFS and Year 1, children learn about aspects such as taking turns, safer play as well as being introduced to online safety. Throughout school, pupils learn about family situations and healthy and respectful relationships within them with sensitivity to differing family set-ups. They have repeated opportunities throughout school to consider character traits that will help them to form positive relationships e.g. generosity.

Outcomes for teaching of relationships education are split into these sections:

- 1) Families and People who Care for Me.
- 2) Caring Friendships.
- 3) Respectful relationships.
- 4) Online relationships.
- 5) Being Safe

### **Health and Wellbeing**

The aim is for children to understand mental wellbeing as part of everyday life (in same way as they do physical health) and know the part each aspect in the outcomes section (below) has to play in maintaining their health and wellbeing.

Outcomes:

Children understand their own feelings, scales of them and how to recognise and talk about them.

Children understand about self-care techniques e.g. exercise, time with friends and family.

Children explore issues around internet safety and its potential harm to wellbeing.

They understand the role of healthy eating.

They understand the dangers of drugs and alcohol.

### **Delivery**

We plan, teach and assess relationships education and health and wellbeing education using the PSHE association's toolkit. This also helps us to plan for other areas of PSHE linked to 'Living in the Wider World'.

After considering the needs of the pupils at St Peter and St Paul CE Academy at Senior Leadership level, 'learning opportunities' have been sequenced throughout school based on the three strands mentioned above. These are sequenced to enable content/themes/issues to be revisited and built upon across the year groups. We use the medium term plans for each unit provided by the PSHE association and then teachers plan short term plans in further detail.

### **Aims and Objectives for Sex and Relationship Education**

As part of our relationships education, we deliver SRE. The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.

- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

## **The teaching programme for Sex and Relationship Education**

### **Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

### **National Curriculum Science**

The following objectives, relating to sex and relationships education, are taught within our Science curriculum. These are the statutory objectives:

#### **Key Stage 1**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

#### **Key Stage 2**

- Describe the changes as humans develop to old age.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

Development of relationships education within PSHE is summarised below along with detail about additional (non-statutory) sex and relationships education that we teach in Upper Key Stage 2 ;

### **Foundation**

We use the SCARF scheme in EYFS and this includes a growing and changing unit in Spring 2 which covers the questions – ‘Where do babies come from?’ and ‘Girls and Boys – differences’. Children also learn about feelings along with different family structures.

### **Key Stage 1**

They learn about the importance of personal hygiene to maintain good health. Children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

### **Key Stage 2**

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. They continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people’s emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

## **The organisation of Sex and Relationship Education**

Sex and relationship education is delivered through Science and PSHE. An additional unit about changes during puberty takes place in Year 5 and additional units on the stages of conception as well as the development of a baby throughout pregnancy take place in Year 6.

Sex and relationships education is taught in mixed gender groups but the Year 5 and 6 units involve chances for girls to talk in a group and ask questions of a female teacher and boys to do the same with a male teacher.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies etc.

The main resource for carrying out the above additional content is our subscription to 'Kapow Primary'.

We use Kapow to facilitate the following non-statutory learning:

Y5 – Know about the changes that happen during puberty (this is in addition to the learning that takes place in Science around puberty).

Y6 – Understand the menstrual cycle and how a baby is conceived.

Y6 – Understand the development of a baby during pregnancy and about the birth itself.

Sex and relationship education is monitored and evaluated by the Senior Leadership Team and, as a result of this process, changes will be made to the sex and relationship education programmes as appropriate.

### **Specific Issues**

- **Parental consultation**

The school includes information on sex and relationship education on the school website and full details are available on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Programme of Study.

However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

- **Child Protection / Confidentiality**

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /DSL in line with the school's child protection policy.

A member of staff cannot promise confidentiality if concerns exist.

- **Coverage of content linked to LGBT**

As previously stated we realise the importance of teaching children about all kinds of relationships and families. This means teaching children that it's okay to have two mums, two dads, or any other family structure. We ensure that every young person is prepared for life in modern Britain, it's vital that their curriculum reflects the full diversity of the world they live in. This includes teaching about LGBT relationships and themes. LGBT inclusive teaching at our school ensures young people with LGBT families, see themselves reflected in what they learn. It also encourages all young people to grow up with an inclusive and accepting attitude. An example of where content such as this appears is in a Year 5 unit ***Healthy relationships-committed loving relationships, civil partnerships, marriage***

- **Links with other policies**

This policy is linked with the following policies:

SMSC

E-Safety policy

Equal Opportunities

Child Protection

Confidentiality  
Behaviour  
Anti Bullying

These policies can be found on our school website.

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom; provision would be made to meet the individual child's needs. For example, the teacher could refer the question to another professional e.g. a male teacher or Nurse etc. If this is not appropriate they could prompt the pupil who posed the question to ask their parents or wait until KS3 SRE. Where a question causes a well-being or CP concern the teacher would signpost other agencies e.g. Child-line etc. and urge pupil to talk to an adult along with following the procedure outline in our Child Protection Policy.

If the question is wholly inappropriate or rude the class would be told this.

- **Use of visitors**

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, governors and the teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document will be sent to parents and staff for a 2 week consultation following approval by the full governing body.

Any change will be reflected on the school website.

SRE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed by the SMT, lead member of staff for SRE and the PSHE coordinator.

Adopted by Governors .....

Signed by Chair of Governors .....

Date.....