



Learning Together to Make a Positive Difference

Relationship Education Policy 2018

Introduction

- This document is a statement of the aims, principles and strategies for teaching and learning of Sex and Relationship Education at Staple Hill Primary School.
- It was developed through a process of consultation between the PSHE co-ordinator and staff during the summer of 2002.
- It was reviewed in the summer of 2005, 2008, 2011 and 2015.
- The PSHE Subject Leader will review the policy every three years and, should amendments be necessary, they will be brought to the attention of all staff and the governing body.

To be read in conjunction with the Safeguarding Policy (Incorporating Child Protection).

Rationale

In Staple Hill Primary School [SHPS], Relationship Education is taught through a developmental and age-appropriate programme of activities. This work is considered a basic foundation for further work in secondary school.

Our Relationships Education policy is available for parents to inspect. Staff and governors at SHPS agree that the programme we offer covers the expectations as defined by the government but also supports the development of our pupils by teaching them about changes in their body and healthy relationships. Children can expect to be taught the names and functions of external body parts, and be informed about puberty before it begins. Our school believes that a carefully formulated programme for Relationship Education is crucial if we are to prepare children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The school will aim to promote an atmosphere that allows questioning where questions raised will be answered accurately and with sensitivity.

Equalities

Relationship Education at Staple Hill will be taught across the key stages and the curriculum in ways that enable each child to access the programme. Each child regardless of ethnic group, age, disability, special educational needs and gender will have access to this curriculum. Staff will deliver Relationship Education through a Creative Curriculum where appropriate and discrete units, where necessary. The programme will ensure a broad and balanced coverage of the National Curriculum requirements and government guidance.

Principles of the Teaching and Learning of Relationship Education

Relationship Education is important because:-

- it is a body of knowledge essential to our children's wellbeing and understanding of self and relationships
- it prepares children for puberty
- provides children with access to correct information about their bodies and those of the opposite sex
- develops children's acceptable vocabulary for communication about their bodies



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- builds positive attitudes
- provides children with knowledge about the process of human reproduction
- enables children to acquire skills and attitudes which prepare them to learn about loving and stable relationships
- provides the opportunity for children to understand personal safety and hygiene

What is Relationship Education?

In England, the sex education elements of the Science area of the National Curriculum are compulsory for all pupils of primary and secondary school age (7-16). They include biological aspects of human reproduction, anatomy and puberty. Within this subject, children learn about the main body parts and that reproduction is one of the life processes common to all animals including humans. Other elements of relationships education are taught as part of a Personal, Social and Health Education (PSHE) programme, which may also include subjects such as citizenship and drug and alcohol awareness. The latest government press release, published on 1 March 2017 (*Schools to teach 21st century relationships and sex education*) outlines the expectations for Relationship Education in our school:

'Relationships education, RSE [Relationships and Sex Education], and PSHE are designed to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world.'

'The government is proposing the introduction of the new subject of 'relationships education' in primary school and renaming the secondary school subject 'relationships and sex education', to emphasise the central importance of healthy relationships. The focus in primary school will be on building healthy relationships and staying safe. As children get older, it is important that they start to develop their understanding of healthy adult relationships in more depth, with sex education delivered in that context.'

What is taught at what age?

In the Science curriculum in England (published May 2015), children will be expected to understand the following areas that link to learning about their body and Relationship Education:

5-7 years old

- 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
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **7-11 years old**



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- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- describe the changes as humans develop to old age

Strategies for Teaching and Learning in Relationship Education

Children's questions will be unpredictable in their content and in the school context teachers will always attempt to give straightforward, factual answers, whilst making judgements such as: -

- . whether to answer immediately or at a later time;
- . whether to answer in the whole class situation or on an individual basis;
- . in what depth to frame the answer;
- . whether to refer the question to parents.

The programme details attached to this policy gives further detail on programme content. In delivering the programme for Relationship Education, the school will seek the advice of the School Health Nurse and other experts, as appropriate. Staff will be sensitive to the range of different family situations and groupings. Teachers will use correct biological terms and will explain euphemisms known to the children where, and if these are raised by pupils. It is vital that language used is clear, agreed by all staff and is non-offensive. All judgements regarding discussions and explanations will take into account the age and maturity of every child.

Parents are granted the right to withdraw children from all or part of SRE provided at school except for those parts included in the statutory National Curriculum 2015 for Science. A letter will be sent to parents/carers to inform them of plans to begin a Relationship Education unit of work in the term before it is due to be taught. This letter will give a summary of the studies to be undertaken and give the parents an opportunity to withdraw their child from these lessons. A screening [to parents] of the DVD that will be shown to pupils may be organised prior to the teaching taking place or parents can request to view the DVD.

Delivery

- Relationship Education will be delivered through themes and topics as identified in the school's Science, PSHE, Citizenship and RE curriculum.
- All themes will be introduced at the appropriate stage in a child's learning and personal development.
- Work will be covered with individuals, groups or whole class as planned by the class teacher.
- Aspects of Relationship Education will be delivered by the class teacher but the school nurse and/or other invited visitors may be used for aspects of Relationship Education.
- Puberty education will be introduced in Year 5/6 when the boys and girls will be taught separately.
- Following lessons on puberty education, Year 5/6 girls will be given the opportunity to talk privately



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to a female member of staff, or nurse, and Year 5/6 boys will be able to talk to a male member of staff. This will enable them to ask questions without embarrassment or anxiety.

The school will use the Channel 4 Living and Growing DVD series to support and aid delivery of our Relationship Education programme.

Teachers cannot offer unconditional confidentiality with regards to any discussion that takes place relating to the health and welfare of a child. Pupils will be reassured that if confidentiality has to be broken they will be informed first and supported, as appropriate. All staff will follow the school safeguarding procedures for reporting any concerns about a child.

This policy should be read in conjunction with the Personal, Social and Health Education policy in addition to the policies for Special Needs, Equal Opportunities and Safeguarding Policy (incorporating Child Protection).

This policy will be reviewed every three years.

Date	Notes
19 th January 2015	Reviewed by S & C Committee
5 th February 2015	Ratified by FGB
15 th January 2018	Reviewed by S & C Committee
1 February 2018	Ratified by FGB