



Stoke Prior First School

Relationships Education

Rationale and ethos

This policy covers our approach to Relationships Education at Stoke Prior First School. We believe that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being health and relationships and to build their self-efficacy. At Stoke Prior our aim is to provide high quality, evidence-based and age appropriate teaching of these subjects to help prepare pupils for the opportunities, responsibilities and experiences of adult life. This work underpins our whole school values of responsibility, respect, team work, reflection which we aim to achieve for all of our children.

Roles and Responsibilities

The Relationships Education programme will be led by the Personal, Social, Health Economic (PSHE) leader. It will be taught by teachers, teaching assistants and visitors such as the school nurse. Staff with responsibility for teaching Relationships Education will receive any relevant training through INSET training or by other external bodies such as the PSHE Association. We believe that the curriculum can also be supported by other agencies such as school nurses. These sessions will, where possible (excluding confidential sessions as necessary) be accompanied by a member of Stoke Prior staff to manage the learning and ensure it is safe. Learning objectives and outcomes will be agreed with the visitor in advance and their input will be part of our planned developmental programme.

Legislation (statutory regulations and guidance)

The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

School Governors have a statutory responsibility for Relationships Education in their school. In Stoke Prior First School Relationships Education is planned as part of our P.S.H.E. curriculum and complements our teaching of National Curriculum Science. The teaching of Relationships Education is done with consideration of the age and the religious and cultural background of our pupils.

The Right to withdraw.

Parents do not have the right to withdraw their child from Relationships Education. There is a right to withdraw from all or part sex education delivered as part of statutory Relationships and Sex Education other than as part of the science curriculum.

‘Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.’

(DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance - June 2019)

Before granting any such request the headteacher will discuss the request with parents and as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Governors of Stoke Prior First School fully support the aims and content of these policies.

Please also see our separate **Personal, Social, Health, Economic (P.S.H.E)** policy.

Curriculum Design

Our Relationships Education programme is an integral part of our whole school PSHE provision. We have designed this to ensure it reflects the needs of our children in our local context in Bromsgrove. Our spiralled curriculum is progressive from Reception to Year Four and it equips children with the knowledge, skills and understanding, ready for their next phase of learning and the world ahead.

Our approach is inclusive therefore we will not discriminate in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief. Lessons and activities will be differentiated to meet the needs of all children including those with special educational needs and disabilities (SEND) ensuring these children are fully included. The programme has been designed to complement learning in other curriculum areas such as science and Religious Education making sure there is little opportunity for repetition and overlap. Our programme is split into three stages with the following content in each year groups:

Reception - Early Learning Goals

- Playing co-operatively taking turns
- Taking account of other people’s ideas
- Showing sensitivity to others’ needs and feelings
- Forming positive relationships with adults and other children

Key Stage 1

Year 1

- | |
|---|
| <ul style="list-style-type: none">• what they like/dislike and are good at• what makes them special and how everyone has different strengths |
|---|

- how their personal features or qualities are unique to them
 - how they are similar or different to others, and what they have in common
 - to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
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- that family is one of the groups they belong to, as well as, for example, school, friends, clubs
 - about the different people in their family / those that love and care for them
 - what their family members, or people that are special to them, do to make them feel loved and cared for
 - how families are all different but share common features – what is the same and different about them
 - about different features of family life, including what families do/enjoy together
 - that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

Year 2

- how to make friends with others
 - how to recognise when they feel lonely and what they could do about it
 - how people behave when they are being friendly and what makes a good friend
 - how to resolve arguments that can occur in friendships
 - how to ask for help if a friendship is making them unhappy
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- how words and actions can affect how people feel
 - how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
 - why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable
 - how to respond if this happens in different situations
 - how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

Key Stage 2 (Years 3 & 4)

Year 3

- how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
 - how to recognise if others are feeling lonely and excluded and strategies to include them
 - how to build good friendships, including identifying qualities that contribute to positive friendships
 - that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
 - how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
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- how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
 - how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
 - how people within families should care for each other and the different ways they demonstrate this
 - how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

Year 4

- how people's behaviour affects themselves and others, including online
 - how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
 - about the relationship between rights and responsibilities
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- about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)
 - the rights that children have and why it is important to protect these
 - that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination

- how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

Our programme is taught using a range of teaching methods and interactive activities including:

- drawing and writing
- scenarios
- role play
- speaking and listening
- self-esteem work to reinforce skills of communication successfully, e.g. circle-time, certificates of achievement.
- decision making
- learning how to be assertive
- negotiation skills

Selected quality resources will include books and film clips to support and promote understanding within a moral/values context to underpin learning. Many other resources are available on line through organisations such as the PSHE Association. Resources will be regularly reviewed by teachers to make sure they are age and stage appropriate and relevant to teach the required objectives.

Children's progress will be measured using a range of statements in our PSHE trackers to assess their knowledge, understanding and development of skills in Relationships Education. This progress and attainment will be recorded using the school's Assessment Trackers showing their progress as Emerging, Developing or Secure within a Key Stage. It will be discussed, reported and/or passed on as and when appropriate, such as meetings with other staff or parents, parents' evenings and annual reports.

It will also be important to explore and assess any prior learning they bring to the classroom at the beginning of each area of learning.

Safe and Effective Practice

We will create a safe and supportive learning environment by:

- Establishing clear 'ground rules' around speaking, listening, taking turns, respect, tolerance, differing views, cultures, beliefs and experiences at the beginning of lessons and activities.
- Ensuring children are aware of who they can speak to if they have a concern or a worry.

- Ensuring lessons follow the school's PSHE programme for each age group and that content does not stray from this.
- Answering pupils' questions in ways that support the school's values and are sensitive to a range of views providing clear, impartial information for pupils. Where a member of staff feels unable to provide an answer straight away, they will ensure that the children are aware that they will provide an answer, when they have had time to consider the question, and that this may involve a discussion with another member of staff. We will allow pupils to raise anonymous questions by providing opportunities to place questions in a question box. If a safeguarding issue is raised by an anonymous question we will take all necessary steps to ascertain where the question came from and then follow our Safeguarding policy and procedures.

Safeguarding

Teachers are aware that effective Relationships Education can bring an understanding of what is and what is not appropriate in a relationship, which can lead to a disclosure of a child protection issue. We will ensure all staff understand about confidentiality and what they should do if a child indicates that they might be vulnerable or 'at risk'. Staff will be aware of the procedures to be followed, outlined in the schools safeguarding policies through safeguarding training and updates.

Visitors and external agencies that support the delivery of Relationships Education will be invited in with the following protocols in place:

- Teachers will consult with the schools' Safeguarding Lead and PSHE Leader before the visit outlining the reasons and purpose of the visit and the learning objectives to be achieved and the content to be covered. Teachers will ensure the content is appropriate and follows what is contained in the school's PSHE (Personal, Social, Health, Economic) programme of work for each age group and does not stray from this.
- Teachers and or the PSHE Leader will make the school's PSHE programme available to visitors before the visit takes place.
- A safeguarding lead or member of staff will make the visitors aware of the school's safeguarding procedures and what to do if they believe a child is 'at risk' or vulnerable.
- Teachers or a member of staff will be present in the session wherever possible to provide support and reassurance as needed, to the pupils and visitor.

Engaging Stakeholders

We are committed to working with parents/carers and governors on our Relationships Education and therefore we will:

- Consult with parents/carers and governors about what we intend to teach and at each age and stage and invite their feedback
- Make sure our policy and PSHE programme of work is available through our website to ensure they are fully aware of what is being taught and when
- Ensure our termly curriculum maps include what is taught in PSHE and are e-mailed out each term
- Make examples of resources we use available and provide opportunities to view them if requested
- Update parents/carers and governors by flagging any changes to our provision via communications such as the school newsletter and governor meetings
- Invite feedback through pupil and parental questionnaires and surveys and make changes as required
- Consult with pupils through pupil voice inviting their ideas and opinions and tailoring our provision to match different needs as required

Monitoring, Reporting and Evaluation

We are always striving to improve and therefore our Relationships Education will be monitored and evaluated through the following methods:

- Teachers will critically reflect on their own work and report any observations to the PSHE Leader including work done by visitors and outside agencies
- A review of resources will be done by the PSHE Leader
- Parents/carers, governors and pupils will have opportunities to contribute their views and ideas
- PSHE Leader will collect and analyse data annually as part of the school self-evaluation and produce an annual action plan for improvement.
- Lesson observations will take place as part of the school self-evaluation cycle
- Ideas for improvement will be formulated in the school development plan.

PERSON(S) RESPONSIBLE:	I. Roberts
DATE POLICY AGREED:	April 202
TO BE REVIEWED BY:	Annually June 2024
DISTRIBUTION:	Staff / Governors / Website