



# Tatworth

Primary School

## RELATIONSHIP EDUCATION POLICY

Ratified by:	Full Board of Directors
Date:	29 April 2021
Agenda Item	5.2
Next Review:	This policy will be reviewed regularly, and each review will repeat the process of parental engagement
Signed by the Chair	
Date	29 April 2021

Distribution:	OneDrive Website
Source:	

# Relationships Education Policy Autumn 2020

## Rationale

From September 2020, all primary schools are required to teach the statutory Relationships Education curriculum.

We are required to follow the Human Rights Act 1998, the Equality Act 2010 and the Education Act 1996.

## Tatworth's Values and Ethos

School should be a place where pupils feel safe and secure and where they feel valued and cared for.

As part of the Prevent Strategy at Tatworth School, we promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

These principles underpin our delivery of the Relationships Education curriculum.

## Policy

All schools must have in place a policy for Relationships Education which is published on the school website, and a separate policy for RSE (Relationships and Sex Education).

This policy will be shared with parents when it is introduced and at each point of review. Parents have the right to inform school of their views and these views are welcomed. We understand the parents may have a range of views and we will provide the opportunity for parents to engage with the school in open, constructive and respectful dialogue. The views of parents will be considered and balanced along with the needs of the pupils and the school. As part of each review process, governors will read and agree changes to this policy.

The final decision about any aspect of this policy rests with the headteacher, who will ensure that the policy meets the needs of the pupils and parents, and reflects the community we serve.

## Delivery

The Relationships Education curriculum will be delivered to each class in KS1 and KS2 through weekly PSHE lessons (Personal, Social, Health Education). At Tatworth School, we use lessons plans and resources from Coram: SCARF.

As a school, we follow the six half-term themes suggested by SCARF, so that learning across all classes is aligned, and links can be made within whole-school and class assemblies when appropriate.

## Pedagogy

Teaching will:

- clearly explain the knowledge, facts and concepts needed
- provide adequate opportunities for pupils to recall the acquired knowledge, facts and concepts to develop an understanding of the topic

- be delivered in a sensitive way to ensure that all pupils feel safe and supported in lessons and able to engage with the key messages
- be balanced and not dependent on any personal views the teachers may have

Conversations within lessons should not lead to any type of bullying, ostracising or other forms of social or emotional harm. To help create a safe environment for pupils and teachers, a range of strategies will be used, including:

- setting ground rules for lessons, especially regarding respecting the views of others
- using distancing techniques to avoid the pupils/teacher sharing personal information (depersonalising discussions by talking about a fictitious character in a scenario)
- redirecting a discussion if sensitive personal information is shared and following up with the pupil after the lesson
- telling pupils that they can ask for help and will be taken seriously

### Curriculum Content

The Relationship Education curriculum states the learning that primary pupils should have by the end of Year Six under five headings:

- \*Families and people who care for me
- \*Caring friendships
- \*Respectful relationships
- \*Online relationships
- \*Being safe

The Relationships Education Curriculum 2020 states that:

*The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.*

Each of the five areas will be covered in each class in an age-appropriate way.

These specific topics within these areas will be covered as followed across KS1 and KS2:

	KS1 (Year 1 and 2)	KS2 (Year 3, 4, 5 and 6)
Body parts	<p>Talk about similarities and differences in bodies.</p> <p>Understand the NSPCC Pants rule.</p> <p>Identify which parts of their body are private and use the term genitals.</p>	<p>Use correct scientific names for body parts including genitals.</p>
Families	<p>Recognise that others' families sometimes look different from their own family.</p>	<p>Recognise that there are different types of family.</p> <p>Understand the terms adoption, fostering and same-sex relationships.</p> <p>Recognise that marriage includes same-sex and opposite-sex partners.</p> <p>Understand the importance of respecting that some people make different choices or have different beliefs.</p>

Medicines, drugs	<p>Understand how diseases can spread.</p> <p>Talk about how to use medicines safely.</p> <p>Learn that vaccinations can help prevent certain illnesses.</p>	<p>Identify some risks from alcohol and cigarette use.</p> <p>Define the word 'drug' and understand that nicotine and alcohol are drugs.</p> <p>Know that all medicines are drugs, but not all drugs are medicines.</p> <p>Have some understand of laws around drugs in this country.</p>
Reproduction/ Puberty	<p>Talk about the needs of a baby.</p> <p>Understand stages of growth: baby, toddler, child, teenager, adult.</p>	<p>Y5: Understand the changes that happen during puberty.</p> <p>Understand that once a girl has started puberty, it is normal to have a period.</p> <p>Y6: Understand why puberty happens.</p> <p>If appropriate: Understand the term FGM and that it is illegal in this country.</p>
Staying safe (Abuse)	<p>Talk about secrets and surprises.</p> <p>Identify touches they like/dislike, know they can say no, and know who they should talk to.</p>	<p>Understand touches that are unacceptable and know who to talk to.</p> <p>Know that some inappropriate touch is illegal.</p>

Although key areas of learning are assigned to specific year groups or Key Stages, we recognise that sometimes the pupils ask questions or bring up issues during class discussions that go beyond the intended learning for that year group. It is important that the pupil does not feel penalised or censored for asking a sensible or relevant question.

If the question relates to Sex Education, as this is taught in Year 6 at Tatworth School, this question would generally not be answered in front of the whole class until Year 6.

Otherwise, the teacher may, as appropriate depending on the age of the pupil and the question:

- offer to talk to the pupil outside of the lesson
- give a brief answer and say they will come back to it next lesson, then refer to planning guidance and consult with the PSHE lead
- give a "holding" answer during the lesson and mention the question to the pupils' parents
- talk to SLT regarding a safeguarding concern

Whilst not wanting to give information that is beyond the scope of learning for a pupil's year group, we are mindful that in many cases, if pupils don't get answers from teachers (a trusted source of information), they may turn to peers, siblings or the internet to get answers to their questions.

## **Families**

Teaching about families requires sensitive and well-judged teaching based on teachers' knowledge of pupils and their circumstances. We acknowledge that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers. Primary schools are strongly encouraged, and enabled, when teaching about different types of family, to include families with same sex parents.

## **Use of resources**

Our main resource for materials will be through Coram: SCARF. Where teachers look elsewhere for other resources to support their lessons, they will consider if the resource:

- is aligned to the teaching requirements for their year group/Key Stage
- is age-appropriate
- is evidence-based and contains robust facts and statistics
- is from a credible source
- is sensitive to their pupils' experiences

We will not under any circumstances use resources produced by organisations that take extreme political stances on matters, which includes (but is not limited to) views on democracy, religious freedoms, racist views or violence against others.

## **Early Years**

Children in the Reception class follow the Early Years Foundation Stage area: Personal, social and emotional development. This involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

## **Sex Education**

Sex Education is not compulsory at Primary schools, but most primary schools, including Tatworth School, choose to include it as part of the PSHE programme in Year 6. This policy refers only to Relationships Education which is compulsory.

Parents/carers cannot withdraw their child from Relationships Education lessons.

## **Safeguarding**

When issues are being discussed during PSHE lessons, a child may disclose something to the teacher and/or class. Teachers will follow the agreed steps for disclosure in the school's Safeguarding policy, ensuring the child does not feel stigmatised.

## **Children with SEND**

Relationships Education will be accessible for all pupils. Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND, so Relationships Education can be a particularly important subject for pupils with SEND. Lessons and the method of delivery may be differentiated as necessary and appropriate, to allow access to materials and support understanding; the content delivered will remain appropriate to pupils' age and development.

### **Role of Parents**

We recognise the crucial role that parents play in children's understanding of the Relationships Education curriculum. Through sharing this policy, we aim to ensure that all stakeholders, including parents, know what is being taught, when and how, in order that parents can support their child's learning at home.

When this policy is introduced, time and opportunities will be given for parents to ask questions and seek clarification. Once finalised and approved by governors, it will be published on our school website. If requested a paper copy can be given to a parent free of charge. This policy will be reviewed regularly, and each review will repeat the process of parental engagement.

### **Teacher Wellbeing**

We recognise that there may be times that a topic covered as part of Relationships Education triggers feelings or thoughts of historic, recent or current personal trauma in the teacher.

We believe that it is vital for teachers to maintain their own wellbeing, so SLT will appreciate any teachers' individual circumstances and support them as necessary.

Teachers are reminded that they are under no obligation to share personal information or views with their class.

### **Assessment and Evaluation**

We have the same high expectation of the quality of pupils' work in Relationships Education as in other subjects. Teachers should assess their pupils' understanding, build on previous knowledge and skills and provide feedback to pupils.

Teachers may use the pre and post assessment activities provided by SCARF at the start and end of each half-term unit as a way of assessing the class and identifying needs and progress.

The PSHE lead will continually evaluate and review the implementation of the Relationships Education to ensure the quality of provision.