



Relationships Education

Version:	2.0
Name of originator/author:	Jennifer Duncan / James Hunter / Natalia Dunn
Date issued:	July 2020
Review date:	July 2022
Target audience:	ALL ACADEMY STAFF MEMBERS

Introduction

Pennyman Primary Academy caters for children from 3-11 years in a mainstream setting and includes a high needs base. We have children from different cultures and religious backgrounds.

This policy outlines the purpose, nature and management of relationships taught in our academy. It should be read alongside the PSHE policy and Physical Health and Mental Wellbeing Policy.

In line with legal requirements (Education Act 1996, Learning and Skills Act 2000, Statutory Guidance 2020, KCSIE 2020) the TVED Trust Board has overseen the production and development of a relationships education policy which will be made available to parents on our academy website and has decided to deliver a relationships education programme in addition to that which is part of the statutory science curriculum.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

The academy recognises the contribution that relationships education can make to government health targets. Relationships education in the primary phase builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

Review of the policy will be led by the PSHE Co-ordinator and will be informed by:

- staff and pupil evaluation of the programme;
- any relevant local/national issues;
- relevant changes in the law/good practice guidance;
- the results of parent questionnaires;
- new resources becoming available; and
- pupil needs.

Relationships education is learning about the emotional, social and physical aspects of growing up. Relationships education at Pennyman will be age appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

They will likely focus on:

- different types of relationships, including friendships, family relationships and dealing with strangers;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health; and
- healthy relationships and being safe, including safety online.

Aspects of Relationships education are cross-curricular. Some aspects are taught in science, PE, and others are taught as part of personal, health, social and economic education (PHSE). All aspects of relationships education links with physical health and mental wellbeing (see policy).

Aims

A comprehensive programme at the primary age range provides accurate information about the body, reproduction and relationships. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line. The aims are to:

- equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships;
- ensure effective delivery Relationship Education at a level appropriate to each child; and
- follow the science national curriculum- where appropriate and relevant.

Objectives

- To develop an awareness of the importance of relationships and enable children to practice skills that will help them to build and maintain them.
- To provide factual information on human reproduction and birth.
- To encourage respect for difference and diversity.
- To prepare young people for the physical and emotional changes associated with puberty.
- To ensure that all young people know who can support them and how to access this support.
- To work in partnership with, and support the role of, parents.
- To model positive relationships throughout the academy.
- To actively challenge stereotypes, prejudice and sexual exploitation and give children the skills to critically analyse media messages.
- To give opportunities for pupils to develop and practice decision-making skills with regard to the range of possible consequences.
- To promote, and encourage children to make healthy lifestyle choices.
- To use agreed terminology to discuss body parts throughout the academy.

Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

- To lead the bi-annual review of the relationships education policy.
- To ensure that resources used are relevant and appropriate to the needs of the children.
- To lead on the evaluation of the relationships education policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective relationships education.

Trustees have the following responsibilities:

- To ensure that an up-to-date relationships education policy is in place and is made available to parents and for inspection.
- To ensure that the relationships education policy and curriculum are in line with the DfE relationships education Statutory Guidance 2020.
- To ensure that the policy and programme reflect a whole academy approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support relationships education, is doing so in line with the academy's relationships education policy, and other relevant academy policies.
- To contribute to the evaluation of the programme.
- Assessing children's progress against the agreed learning outcomes.
- Communicating the year group content with parents via the website.

Working with Parents/Carers

- We recognise that parents/carers are key partners in our delivery of a comprehensive relationships education programme for pupils at the academy. The relationships education we deliver is designed to support the important role of parents in this area.
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head of Academy.
- Relationships Education is compulsory for all pupils and parents are not able to withdraw their children from it.

Moral and Values Framework

Through the relationships education curriculum, both formal and informal, and the modelling of positive relationships throughout the academy, we aim to promote and foster morals and values important to the development of relationships education. These are as follows:

- Everyone has a right to express their views and be listened to.
- Everyone in the academy should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment.
- All members of the academy community are equally valued.
- Disputes and disagreements will be resolved peacefully.
- The diversity of individuals, families and relationships will be accepted and celebrated.
- Love, commitment, trust, loyalty, respect are important attributes needed in close relationships.

Equal Opportunities

Pennyman Academy encourages respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of relationships education we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the academy community will feel safe, valued and respected (see Equality Policy).

Throughout the academy there will be consistent challenging of homophobic attitudes, behaviour and language.

**We recognise that children at the academy come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the relationships education curriculum, academy resources and displays.

In planning the relationships education programme we have used learning outcomes from the Statutory Guidance (2020), and suggestions by Ofsted in their report on SRE (2002). These incorporate the statutory

elements of sex education that come within the Science curriculum. We have also given due regard to the SRE guidance issued by the DfE in 2000 and Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014.

Planning has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate.

The relationships education curriculum

Provision

Relationships education will be delivered to all pupils at an appropriate level through the following themes:

- Caring friendships
- Respectful relationships
- Families and people who care for me
- Mental wellbeing
- Physical health and fitness
- Being safe

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. We will use various methods at the beginning of each year to assess children's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

In order to promote common understanding amongst the children, we make use of the correct terminology to discuss sexual body parts in the academy. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names. Children need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. The words we may use include: penis, vagina, clitoris, testicles, breasts, nipples. This language is reflected in the resources used to deliver relationships education.

In November 2013, the Office of the Children's Commissioner (OCC) completed an inquiry into child sexual exploitation (CSE) which has raised awareness of the prevalence of this issue and the urgent need to tackle it. Younger pupils should learn that their body belongs to them and that they can say who has access to it. This is a key element in the academy's approach to safeguarding. Learning to respect boundaries – their own and other people – helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise. (Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014).

Delivery

Relationship education should ensure that all children:-

- Develop confidence in thinking and communicating about feelings and relationships
- Are aware of parts of the body and describe how their bodies work where appropriate
- Can protect themselves and ask for help and support where appropriate
- Are made aware of puberty.

Puberty and menstruation will be taught in year 5/6. Children will be taught in small groups of mixed or single gender, covering topics appropriate to their age. There may also be occasions when an issue arises that has to be dealt with on an individual basis, in line with the safeguarding policy.

Adults involved in the teaching of Relationship Education will have had guidance and will feel comfortable in their ability to teach the subject. Any outside agency or speaker will be:

- DBS checked;
- supervised; and
- will have read the PSHE and safeguarding policy.

The formal relationships education programme will be delivered in each year group through PSHE sessions. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science, and Religious Education. There will also be opportunities for more informal teaching through assemblies, circle-time, story-telling, pretend play. Children will be encouraged to recognise and apply the knowledge and skills they learn in PSHE to other contexts both within, and outside of, the academy setting.

We recognise that relationships education sessions require the use of a range of teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of relationships education at Pennyman academy include watching videos, discussion, role-play, quizzes, drama, case studies, matching exercises, drawing, and debates. Individual teachers will ensure that all pupils are able to access the activities to be employed. Appropriately differentiated activities will be provided.

Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

Relationships education will be delivered by class teachers. We ensure that both male and female pupils receive information on the emotional and physical changes of the onset of puberty in both genders. This information will be taught in class groups. In Year 5 and 6 whilst most sessions will be delivered to class groups, some of the sessions on puberty may be delivered to gender groups so that the children have the opportunity to ask questions that they might feel less comfortable asking in a mixed gender group.

Resources

Resources are chosen by the PSHE Co-ordinator who ensures that they reflect the needs of children within the academy. The PSHE Co-ordinator consults national and local guidance on appropriate relationships education resources and then judges their suitability for use with our children.

We will remain flexible in our choice of resources and teachers will adapt resources to fully address the needs of all children within their class.

Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the academy day.

All staff in the academy will answer children's questions around relationships issues in line with the following guidance:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child / children.

- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information
- In some situations, staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "Does anyone else know the answer to that question?"
- All staff have considered questions that may be asked in relationships education sessions and discussed suitable answers.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to their parents.

Assessment, recording and reporting

Assessment on the science elements of relationships education will be evident through curriculum books and electronic learning journals. Assessment within other areas of the relationships education programme can be difficult.

However a range of methods, including class floor books, have been produced to record pupils' responses and development within the different areas. Where appropriate and dependent on the topic, photographs and pupil statements will reinforce these. As part of the child's annual report the progress made in science and PSHE is reported to parents.

Monitoring and evaluation

At the end of each lesson teachers will use a range of informal methods to give pupils the opportunity to reflect on their learning and development.

Throughout each topic a range of methods will be used to assess the extent to which pupils are achieving the intended learning outcomes. Pupils will be assessed on the following three areas: knowledge acquisition; clarification and exploration of attitudes and values; skills development.

Staff development

Staff training on relationships education is co-ordinated by the PSHE/relationships education Co-ordinator. Training requirements will be identified through the policy review process or through a teacher expressing individual needs to the head of academy. Appropriate training will then be sought to fulfil the needs of the staff member. Anybody who attends training will be required to provide an outline of any relevant information to other staff members via a future staff meeting.

Additional information relevant to the relationships education curriculum

Safeguarding children, confidentiality and child protection

All staff members at Pennyman have a duty to safeguard the well-being of children.

At Pennyman we recognise that the open discussion associated with PSHE/Relationships Education may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the academy's Designated Safeguarding Lead (DSL). DSL will then work in line with the relevant academy policies in terms of any further action that may be taken. This includes the mandatory reporting duty regarding Female Genital Mutilation (FGM). Staff should use safeguarding procedures if they suspect a child is at risk and should personally report to the police

cases where they discover an act of FGM appears to have been carried out. FGM is illegal under the FGM Act 2003 and is a form of child abuse. Under Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) a mandatory reporting duty was introduced for Teachers to report 'known' cases of FGM from 31st October 2015 – please see the Child Protection Policy for more information.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the academy's Child Protection and Safeguarding policies which are available on the academy website.

Provision for young women's menstruation needs

Sanitary disposal units are available in the staff and in some pupils' toilets in upper Key Stage 2. Female pupils from Year 5 upwards and their parents are informed, when necessary, that sanitary protection and spare underwear are available in the event of a pupil starting menstruation when at the academy. Supplies are kept within the academy to deal with emergencies. However, parents are expected to send pupils to the academy with adequate sanitary protection for the day and these can be kept in a private agreed place. Both male and female pupils are educated about periods through the relationships education curriculum to encourage empathy and understanding.

Information for parents

It is hoped that pupils will feel able to approach parents or staff with any concerns or worries that they may have regarding relationships. Academy staff will always encourage pupils to discuss issues with parents.

It is our policy to answer children's questions as they occur, naturally and at a level appropriate to the child. Consideration is given to the needs of individual pupils regarding their cultural and/ or religious background.

Relationships education is compulsory and therefore parents are not able to withdraw their child from relationships education. When pupils are at an appropriate stage to be taught about puberty and menstruation as set out in the science curriculum (usually in years 5 or 6), a letter will be written to parents so that they are aware and can support their children at home, e.g. answer any questions children may ask.

Complaints

If you have a question regarding the delivery or content of relationships education, please speak to your class teaching team in the first instance.

For all complaints regarding relationships education, please refer to the trust complaints policy which can be found using the following link. <https://www.teesvalleyeducation.co.uk/policies>

Equal Opportunities

All children have equal access to the curriculum regardless of their gender, ethnicity or learning difficulty. This is monitored by analysing pupil performance throughout the school to ensure that there is no significant disparity between groups.

Links to other relevant policies

The relationships education policy links to the following academy policies:

- Equality
- PSHE

- Physical health and mental wellbeing
- Safeguarding (Including Child Protection)
- Curriculum
- Trust general complaints policy