

Broomhill First School

Relationships Education Policy - Draft

Introduction

This policy provides information on how we plan and implement Relationship Education as part of our Personal, Social, Health and Economic (PSHE) Education Framework.

Rationale

The contextual starting point for this policy is the Department for Education's statutory guidance for Health Education, Relationships Education and Relationships and Sex Education in June 2019 which states that: The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Although primary schools can choose to teach sex education it is not compulsory. As we are a first school we have chosen not to teach sex education as we do not feel it is appropriate for the age range of our pupils.

Definition

We define 'relationships education' as the teaching and learning about the emotional, social and cultural development of pupils, including learning about positive relationships, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing ideas and exploring issues and values.

Aims

The focus at Broomhill First School is on Relationships Education (REd) 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. Our curriculum provides honest, medically accurate information so that pupils can learn about their bodies and keep themselves safe.

We ensure REd is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring our curriculum is age appropriate and tailored to individual needs. We also ensure REd fosters gender equality and LGBT+ equality by discussing how families of many forms can provide a nurturing environment for children.

The aims of REd at Broomhill First School are to:

- Help pupils develop feelings of respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Provide a framework in which sensitive discussions can take place.

Morals and Values

Our programme will encourage and reflect the relationship values outlined in the National Curriculum and build upon the ethos of the school.

- Everyone has a right to feel safe.
- Everyone has the right to make informed choices.
- Everyone has the right to be different.
- We should respect ourselves and others.

REd at Broomhill First School will encompass:

- Physical, moral and emotional development.
- An understanding of different types of relationships.
- An understanding of stable, loving relationships.
- Respect, love and care.

Curriculum

Our REd programme is an integral part of our whole school Personal, Social, Health and Economic (PSHE) Education provision. Our long-term planning and topic webs at Broomhill First School map out units of work for each year group which enable pupils to make progress and return to themes as children develop and mature through the school. (Please see our website for further information).

We also teach REd through other subject areas (eg Science, PE, RE and ICT) where we feel that they contribute significantly to a child's knowledge and understanding. For example, linked to Science and PE children learn about his or her own body and how it is changing and developing. Linked with RE children reflect on family relationships, different family groups and friendship. As part of ICT, children learn how to keep themselves safe when using the internet.

Since REd incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground, assemblies and through our behaviour policy.

Through our curriculum plans the children will:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Be able to name parts of the body correctly (age appropriate).
- Know how their bodies work (age appropriate).
- Know when things don't feel right and be able to ask for help and support.
- Develop the skills to ask open questions and be confident to talk about more complex issues as they grow older.

Sensitive Issues

From time to time, sensitive issues will be raised by pupils. The response from the member of staff will be appropriate to the child's age and maturity, and thought will be given to whether the response is appropriate in a class, small group or individual situation. Questions will always be treated with respect and with a caring response. Staff will always be sensitive to underlying problems which may be worrying a child. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older children. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with staff and in a safe environment.

Monitoring and Evaluation

Pupils and teachers will critically reflect on their teaching and learning of REd to adapt and improve the curriculum. Pupil Voice will be used to evaluate the curriculum.

Roles and Responsibilities

The Role of Parents

The school respects that the primary role in children's REd lies with parents and carers. However, we believe that the school has a complementary role to play in delivering REd in a holistic manner through our school curriculum. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we will:

- Inform parents about the schools REd policy and practice.
- Answer any questions that parents may have about the REd of their child.
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements of REd in the school.

The Department for Education states that 'Children cannot be withdrawn from REd because it is important that all children receive this content, covering topics such as friendships and how to stay safe.'

The Role of the Headteacher

It is the responsibility of the Headteacher to:

- Ensure that parents and staff are informed about our REd policy.
- Monitor this policy on a regular basis and report to Governors on the effectiveness of the policy.

The Role of Staff

Staff are responsible for:

- Delivering REd in a sensitive manner.
- Modelling positive attitudes to REd.
- Monitoring progress.
- Responding to the needs of individual pupils.

The Role of Pupils

Pupils are expected to engage fully with REd, and when discussing issues related to REd, treat others with respect and sensitivity.

Policy Development

This policy has been produced in consultation with teachers, pupils and parents/carers and we view the partnership of home and school as vital in safely delivering REd. The consultation and policy development process involved the following steps:

1. Review – Senior Leadership Team reviewed all relevant information including relevant national and local guidance.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultations - parents/ carers were invited to read a draft REd policy and feedback their comments to the headteacher.
4. Pupil consultation - we investigated exactly what pupils want from their REd.
5. Ratification - once amendments were made, the policy was shared with Governors and ratified.

Complaints

Any complaints concerning the delivery of the RSE curriculum should be addressed through the school's complaints procedure.

Implementation

A copy of this policy will be kept in the school office and a copy will be posted on the school website.

Equal opportunities

This policy applies to all pupils regardless of gender, race, creed and ability.

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

This policy will be reviewed every 2 years to ensure it remains in line with DfE advice and guidance.

School record of issued versions:

Date ratified by the Governing Body	
Review Date	