

# **Hawridge and Cholesbury CE School**



## **Relationship Education Policy**

**Date: January 2023**

Review Date: January 2026

## 1. Our school vision and values

At Hawridge and Cholesbury school we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. Our vision is for every child within the Hawridge & Cholesbury family to grow, flourish, **'have life and ....have it more abundantly'** (John 10:10 KLV); to be fascinated, rounded, eager to make a difference, spiritual and have high aspirations through Jesus' teaching and our curriculum. We live our vision through our natural setting and our school values of Respect, Teamwork, Responsibility, Understanding, Peace and Honesty.

In September 2020 statutory Relationships Education and Health Education became part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

Sex Education is not statutory at primary, but recommended by the DfE. We teach Sex Education as part of our Relationships Education within the planned PSHE curriculum (please see our separate Sex Education Policy). As a Church of England school, along with this policy we follow the RSHE Charter from The Church of England Office (Appendix 3).

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

## 2. Aims of the Relationships policy

All state funded primary schools are required to teach Relationships Education and to have a Relationships Education policy.

### The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education.
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education.

### Legal Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, have made Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (Sep 2021).

To comply with the requirements to have an up to date RSE policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019).

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations between different groups. The protected

characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships/ Sex Education teaching are identified and followed in accordance with the school safeguarding policy.

At Hawridge and Cholesbury C of E school we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. (See Sex Education Policy).

Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty).

### **3. Development of the policy**

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils.

This policy links to the PSHE policy, Sex Education policy, Child Protection policy, Equalities policy, Anti-Bullying Policy and the School Behaviour policy.

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

### **4. Definition of Relationships Education**

Statutory Relationships at Hawridge and Cholesbury is taught through the PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance (See Appendix 1)

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access help when needed.

### **5. The Curriculum**

#### **Intent**

#### Why teach Relationships Education?

Relationships Education became statutory from September 2020. High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so ( including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could cause them harm
- Recognise intimate physical relationships are for adults

### **Implementation**

Relationships Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE are taught at an age appropriate level. Further details can be found in Appendix 4.

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what, is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Outcomes for Relationships Education are defined by the DfE and cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe\*

\*We teach the scientific names of body parts throughout the school

NB Sex Education is taught as part of the PSHE curriculum in the context of Relationships Education but is not a mandated requirement. Please see the Sex Education Policy for further details.

### **What we use**

At Hawridge and Cholesbury we use the Jigsaw PSHE programme of study to teach PSHE. Relationships Education is delivered as part of this programme in designated, weekly PSHE lessons. Teachers supplement the resources and teaching materials with resources from the PSHE Association and other high quality, relevant resources where appropriate.

### **Who teaches this?**

All class teachers deliver Relationships Education as part of their PSHE curriculum.

### **When**

Relationships Education is delivered in designated, weekly PSHE lessons. Lessons range from 40 mins to an hour in Key Stage 1 and are an hour per week in Key Stage 2.

### **How delivery and content will be made accessible to all pupils including those with SEND**

We ensure that Relationships Education and PSHE is accessible for all pupils, including those with Special Educational Needs and/or Disabilities (SEND). This is achieved through high quality teaching that is differentiated and personalised.

We ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Further information on our Relationships Education programme of study can be found in our Jigsaw PSHE progression map which shows how learning develops through the year groups (See Appendix 2).

### **Managing Difficult Questions**

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

## **Impact**

### **High quality Relationships Education will enable our pupils to:**

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and visa versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help.

## **6. Confidentiality and safeguarding**

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

## **7. Roles and responsibilities**

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE and Relationships Education is taught consistently across the school.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

## **8. Working with parents and carers**

We will consult and work with parents to support pupils in Relationships Education through information leaflets, web page resources and parent information evenings.

Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum. For some guidance for parents from the DfE see appendix 3.

## **9. Working with outside agencies and visiting speakers**

Any visitor will have their credentials checked and it will be ensured that the teaching delivered is age appropriate and relevant to the current programme of study or needs of the class. It is ensured that the content of the taught material will be accessible for all pupils.

It is agreed how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school safeguarding policy. A member of teaching staff will remain with visitors at all times.

#### **10. Monitoring, evaluation and training**

Relationship Education will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school.

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available in accordance with the school's CPD programme for staff development.

## **Appendices**

### **Appendix 1- DfE Relationships Outcomes for end of Year 6.**

### **Appendix 2- Jigsaw PSHE Progression map**

### **Appendix 3- RSE Charter for Church of England Schools**

[https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf)

### **Appendix 4 – DfE guide for parents**

DfE information for parents

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

### **Statutory Guidance**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>