

# Relationship Education Policy



**HARTLEY BROOK  
PRIMARY ACADEMY**

**Astrea Academy Trust**

INSPIRING BEYOND MEASURE

Policy Agreed: September 2021

Policy Review: September 2022

## Introduction

We have based our school's Relationship Education policy on the statutory DfE guidance (Relationships Education, Relationships and Sex Education (SRE) and Health Education; last updated 09/07/2020). At Hartley Brook Academy we use the term **RSE** (Relationship and Sex Education). We place the emphasis on **relationships** and our aim is to support pupils understanding and skills in developing positive and healthy relationships. We believe this is a lifelong learning process which should begin in early childhood. We also believe that young people are living in an increasingly complex world, on and offline. They need the skills to be able to safe and healthy in this environment and to start to understand how to manage their social, personal and academic lives in a positive way.

Relationship Education at Hartley Brook is taught as part of the personal, social and health education (PSHE) curriculum. This is taught through a scheme called Jigsaw. Relationship Education is the responsibility of all staff and is an integral part of teaching and learning processes and part of our curriculum. Education for personal growth and self-esteem, including relationship education, complements and overlaps with the personal, social and emotional development of the child and the general life of the school.

## Definition

Our RSE curriculum provides an opportunity for pupils to express themselves within a trusted and safe environment. The curriculum is taught by the Class Teacher and is monitored and overseen by a Teacher who is named as Curriculum Lead for PSHCE, as well as by the Leadership team. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice. This policy is consistent with other school policies such as Safeguarding, Anti-Bullying, Equality Policy and our PSHE Policy.

**Personal development and relationship education in our school has three main elements. Relationships Education sits within this and the overview for each year group is on the website:**

### Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults

### Attitudes and Values

- learning the importance of values, individual conscience and moral choices

- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision-making
- challenging misconceptions

### **Knowledge and Understanding**

- learning and understanding physical and emotional development at appropriate stages
- understanding physical and emotional changes and the development of relationships
- learning about reproduction, human sexuality and personal health
- learn about where to go for help or advice in school and how to access a range of local and national support agencies

### **Policy Development**

This policy has been developed in consultation with staff and parent/carers. The development has followed the steps:

- Review – the PSHE lead has worked with staff at Hartley Brook to pull together the policy (also taking into account the national guidance)
- Staff consultation – the policy has been sent to staff at Hartley Brook and recommendations were gathered from this
- Opportunity for parent/carer feedback – parent/carers have been invited to share their ideas/comments before the policy is shared with the Governing Body.
- Ratification – the policy will be shared with governors and ratified once complete

### **Delivery**

RSE is taught within the PSHE curriculum (Jigsaw). RSE is taught by the teacher of the class wherever possible. The course content for each year group is on our website. PSHE is taught weekly. RSE makes up a small part of this.

Pupils are expected to fully engage in RSE (as with all lessons) and they will be supported by teaching staff to do this in a sensitive and fair manner.

All Teaching staff have a responsibility to teach RSE and to model positive and sensitive attitudes to this area of the curriculum. They are also responsible for monitoring progress in RSE and also for responding to the individual needs of the children. Staff do not have the right to opt out of teaching RSE. Staff who have concerns should speak to the Head Teacher.

The curriculum is monitored by the Curriculum Lead for PSHE with support from the Senior Leadership Team. Monitoring will be done through learning walks, book looks and discussions with pupils and staff.

## **Equal Opportunities**

At Hartley Brook Academy the notion of equality of opportunity is highly valued. The RSE curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to: gender roles, stereotyping, taking into account equality issues (sex, race and culture, disability, ability, religion and sexual orientation).

## **The Social, Ethnic and Religious Mix of the School**

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with us.

## **Disability**

DFE guidance states that all children must have access to SRE teaching. We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

## **Confidentiality**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

## **Child Protection**

Our Safeguarding procedures are outlined in our Safeguarding Policy (available on our website). All disclosures, whatever their origin, will be taken seriously and our safeguarding procedures will be followed.

## **Right of Withdrawal of Pupils from Relationship and Sex Education**

Parents do not have the right to withdraw children from Relationships Education.

Parents have the right to withdraw their children from the components of sex education in Year 5 and Year 6 that are not statutory. This does not include parts of this topic that comes into the Science Curriculum in Year 5 and Year 6.

Parents are encouraged to discuss their decision with the Head teacher at the earliest opportunity. Parents are welcome to review any PSHE resources the school uses and the overview for each year group is on our website. If a child is withdrawn, they will be given alternative work to complete.

## **Whole School approach**

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education' statutory guidance. It is age-appropriate for the different stages of a child's development and begins in Year 1 (see 'appendix one' for a summary of the programme used). Teachers may use their discretion as to the content of the learning, dependant on the level of maturity of a given cohort.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box as described above. This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions and a 'question box' will be in use during the lessons taught.

Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the Designated Safeguarding Lead or Deputy Safeguarding Lead in accordance with the Safeguarding policy.

The use of sexualised language, swearing and slang terms, including homophobic language will be addressed with pupils and where appropriate, parents/carers.

## **Complaints Procedure**

If parents have any cause for concern about this RSE policy they will be asked to come into school to resolve the problem. In the unlikely event that the concern cannot be dealt with, the Governors will be advised of the complaint and the matter dealt with in accordance with the school's complaint procedure.