

# Roundthorn Primary Academy



Roundthorn Primary  
Academy  
Community of Learners

## Relationships Education Policy

**2024-2027**

## **Our School Vision**

We are a community of learners. As educators we place the child at the centre of the learning process. We are aspirational and aim to empower and prepare all of our children for a rapidly developing world. We believe that relationships are at the heart of all that we do.

## **Our Policy**

Our Relationships Education policy encompasses lifelong learning about the emotional, social and physical aspects of growing up, relationships, gender and personal preference. Relationships Education aims to give children essential skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships, and the skills to form safe and appropriate relationships both on and offline. It empowers the children to build self-esteem and confidence in an ever-changing world. Relationships Education is not about the promotion of sexual activity or sexual orientation.

## **Aims and Key Principles**

At Roundthorn Primary Academy, we believe that the implementation of a robust Relationships Education scheme allows time in the curriculum to develop, explore and teach personal, social and healthy wellbeing for our children.

The time spent covering the Relationships Education curriculum allows for children to develop their skills, values, understanding and knowledge to keep themselves physically and emotionally healthy and to ensure they are prepared for life in modern Britain. Throughout our curriculum, we provide children opportunity to access learning aimed to support their wellbeing in both the present and in the future. Our aim is to develop their knowledge of coping strategies, help them prepare for responsibilities in their lives, how their bodies will change and how to live in a respectful and mindful world. We aim to instil an ethos of respect, tolerance and acceptance in all of our children.

We believe good relationships are fundamental to our ethos and our success in being an inclusive, happy, caring and safe school. Therefore, it is vital that we provide our children with sensitive and robust Relationships Education as it is the basis for lifelong learning about: relationships, emotions, looking after ourselves, different families, sexuality and appropriate sexual contact, including online relationships. We aim for the children in our school to acquire appropriate knowledge, develop their skills and form positive beliefs, values and attitudes to prepare for the future. Relationships Education has a key part to play in the personal, social, moral and spiritual development of young people - it is therefore paramount that the teaching of Relationships Education is robustly taught throughout all key stages within our school.

## **Pupils Learning Outcomes and Impact**

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Build a sense of belonging
- Make informed decisions
- Take responsibility for their wellbeing
- Value themselves and others
- Communicate effectively - both online and face to face

- To become healthy and fulfilled individuals

We aim to ensure that wellbeing is embedded throughout our curriculum and ensure children feel safe and secure, in order to discuss sensitive topics with all members of the school community. Through our Relationships Education curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

### **Statutory Requirements**

The Department for Education introduced compulsory 'Relationships Education' for primary pupils and 'Relationships and Sex Education' for secondary pupils from September 2020. Also, from September 2020 it became compulsory for schools to teach Health Education. This policy was developed in response to -

- Statutory guidance on Relationships Education and health education
- Keeping children safe in education: for schools and colleges
- Mental health and behaviour in schools
- Preventing and tackling bullying

### **Curriculum content**

The Relationships Education curriculum is covered mostly in the Spring Term, Core Theme 2: Relationships. This is part of the wider PSHE/wellbeing curriculum that covers 'Health and Wellbeing' in Term 1 and 'Living in the Wider World' in Term 3. Within our work on 'Relationships' we will cover different themes such as:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships in the real and virtual world
- Respecting self and others

As part of our Relationships Education offer we engage in nationwide awareness events. These include NSPCC events, anti-bullying week, children's mental health week, internet safety day, aspirations week and mental health awareness week. These events link to, and support, our learning within the Relationships Education curriculum.

Relationships Education objectives are taught as planned sequences of lessons within the Wellbeing/PSHE curriculum and the science curriculum, but are also embedded in other areas of the curriculum and day-to-day life of the school. The Relationships Education curriculum has been mapped out clearly in the progression grids to ensure coverage of all of the statutory elements by the end of the primary phase; these are delivered at the appropriate stage for our children. Through our rigorous and progressive curriculum, children develop key skills and are prepared for the wider world beyond primary school, a

world in which they can keep themselves safe and healthy and thrive with the support of the positive relationships they forge with those around them.

### **Parental and Community Involvement**

At Roundthorn we believe that the primary role in children's relationships and sex education lies with parents and carers. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school expects parents to share the responsibility of Relationships Education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through our school's PSHE/ Relationships Education curriculum. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

We wish to build a positive and supportive relationship with parents through mutual understanding, trust and co-operation. School will keep parents/carers informed by:

- Providing yearly overviews of topics covered in each year group at the start of each academic year.
- Outlining wellbeing/ Relationships Education objectives for each year group on the termly curriculum newsletters.
- Take seriously any issues raised by parents about the Relationships Education arrangements within school.
- Answer any questions parents may have about the Wellbeing curriculum within school. When designing and implementing our Wellbeing curriculum special consideration has been given to our local community and the role they play in both our action planning and adaptations to our curriculum. Where appropriate, we will welcome members of the local community or local agencies to help us to deliver a robust curriculum.

### **SEND provision within Relationships Education**

The Wellbeing curriculum must be accessible to all pupils; this includes our children with additional need and disabilities. Our PSHE/Wellbeing teaching is adapted and differentiated to suit the needs of all of our children. As a school, we are aware that some children maybe more vulnerable to exploitation and have difficulties with building appropriate relationships. With this in mind, we carefully plan our sessions to ensure these considerations are actioned and adaptations are in place. To support this, our staff have access to additional guidance provided by the Wellbeing Team. In addition to this, teaching staff have access to a whole school knowledge planner which will enable them to see previous knowledge and objectives, to track back when required.

### **Withdrawal for Relationships Education lessons**

Following consultations with parents at Roundthorn, we currently only deliver Relationships Education and not sex education. Within Relationships Education we will deliver puberty and reproduction sessions within the science curriculum. A single-sex puberty talk is given by the school nurse for children in Y5 and Y6 each year and parents will have the right to withdraw from this. Children who are removed from these talks are often left more confused

and can also begin to feel less confident when discussing issues relating to relationships, bodies and growth.

Children should learn about: maturity in humans and sexual reproduction in some animals, e.g. mammals (which should include humans), amphibians, insects or birds, to give a broader picture of the variety of life.

Teaching about sexual reproduction within the life cycles of different plants and animals is included in the science curriculum.

As we deliver only the statutory parts of the science curriculum within our Relationships Education teaching, there is currently no right to withdraw from these sessions and parents/carers do not have a right to withdraw their child from Relationships Education as it is a statutory subject.

It is important that parents work in partnership with school to express any concerns so that these can be approached in a sensitive manner.

### **Teaching sensitive Issues**

There is a high probability that sensitive issues and discussions will arise during the teaching of Relationships Education, particularly, when learning from real-life experiences. These could include: family issues, different values, physical issues, medical issues, financial issues, bullying and bereavement. All staff are prepared to handle any personal issues that may arise and deal with them in a sensitive and appropriate way. Teaching staff will take steps to ensure that, where political or controversial issues are brought to the pupils' attention, they are offered a balanced representation of all views. Staff will avoid bias and will teach pupils how to recognise bias. Staff will strive to develop a classroom climate in which all children's views and beliefs are valued and everyone is free to express their feelings in a safe and supportive environment. All discussion will be dealt with in a manner that is appropriate to the age and maturity of the children involved. These issues may be addressed during a whole class discussion or on a one-to-one basis as appropriate.

### **Answering Difficult Questions**

At Roundthorn, we believe that our teaching staff will use their skills and discretion to answer any questions and seek help or clarity from senior members of staff or the designated safe guarding lead if required.

Staff will always answer children's questions in accordance with the children's age and level of maturity. Some questions may not be answered directly and will be addressed on an individual basis or at a later point. As a school we believe that the Relationships Education curriculum should meet the needs of our pupils - this includes answering appropriate questions and offering support to all. This may include questions regarding sexuality, sexual orientation or gender. These questions will be dealt with in an honest and sensitive way. School will liaise with parents/carers when issues arise to ensure children are receiving consistent messages.

### **Training and Support for Staff**

All teaching staff have received training and have access to teacher guides, knowledge planners and support from the PSHE lead. Staff are given the opportunity to identify areas

of need that have arisen that can be address during targeted CPD. Regular monitoring takes place to ensure teaching staff are confident in the delivery of the Relationships Education curriculum, but if staff feel uncomfortable or unsure when delivering any aspect of the curriculum, they know where to seek advice and support.

### **Confidentiality and Child Protection issues**

At Roundthorn, when teaching Relationships Education, a child's confidentiality is paramount. If a concern should arise where a member of staff feels that a child may be at risk or is in danger, a referral will be made to the designated safeguarding lead, who will then take action in line with the school's Safeguarding Policy. All staff members involved in the teaching of Relationships Education have read and understood the policy and know who the designated safeguarding lead is within school. If an issue arises, the member of staff will inform the child involved that their confidentiality cannot be kept and the reasons why. Children will be supported by staff throughout this process.

### **Assessment of Pupil Outcomes**

At Roundthorn, our children's knowledge, understanding and skills are assessed through discussions, observations, questions, group-based tasks and written tasks. Children will be encouraged to verbalise their own ideas and to challenge and discuss ideas that are in conflict to their own. Class floor-books will provide evidence of children's knowledge, and children will be assessed on the 'Assessment questions' which form part of our Wellbeing scheme of work.

In early years, children's development in Relationships Education will be assessed as part of the PSED early learning goals and any observations will be recorded on Seesaw.

### **Monitoring and Evaluating**

Relationships Education will be monitored throughout the year by the subject lead and curriculum lead. It will be monitored through observations, floor-books, teacher voice and pupils voice to ensure a full, balanced and consistent curriculum is being delivered.

### **Governors and senior leaders will:**

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff receive ongoing training on issues relating to PSHE and Relationships Education and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Ensure that all Relationships Education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding all areas of Relationships Education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the Relationships Education curriculum.
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing a balanced Relationships Education in school.

- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for Relationships Education /related topics, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate.

### **Policy Review**

This policy will be reviewed every three years, unless a more immediate review is needed to respond to new guidance.

Executive Principal – Mr J Taylor

Wellbeing / Relationships Education lead – Miss H Clegg

Link governor – Mr. Ken Lees

Policy date: March 2024

Review date: March 2027