



CHEETWOOD COMMUNITY PRIMARY SCHOOL

RELATIONSHIPS EDUCATION POLICY (RsE)

Approved by the Governing Body

A handwritten signature in blue ink, appearing to read 'A. Mansley', is written over a horizontal line.

Signed
Chair of Governors
17/03/2021

To be reviewed Spring Term 2023

Judged to be GOOD by Ofsted in March 2018.

*"This is a highly inclusive school, where everyone feels safe, respected and valued.
Pupils enjoy school and are very keen to learn".*

1) This policy has been developed through consultation with:

- Headteacher
- Parents/carers
- Governing body
- Focus group

The policy reflects the Relationships and Sex Education and Health Education (DfE, 2019) and guidance from the PSHE Association. (<https://www.psheassociation.org.uk/user>)

All school staff and parents/carers have been made aware of this policy, which is available to view via the schools' website; paper copies are also available on request.

2) Rationale

Relationships Education (RsE) is a powerful tool to safeguard children and young people. It promotes self-worth and gives pupils the skills to take responsibility for their health and wellbeing. The Ofsted 2019 framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'. Our RsE curriculum adopts a holistic approach that promotes positive health and wellbeing, encompassing the ethos of our school.

3) Definition of RsE:

Relationships Education is:

- Learning accurate and age-appropriate skills
- Exploring values and attitudes
- Developing skills to enable the building of positive, respectful relationships
- Designed to enable pupils to lead fulfilling, happy lives
- Learning how to stay safe on and offline in the digital world in which pupils live
- Learning how bodies change and grow during adolescence.

Health Education enables pupils to acquire knowledge about the body and how the body changes through puberty.

[NB Sex Education, which is **NOT** taught at primary school, teaches pupils about conception and reproduction].

4) Our school setting

Cheetwood Community Primary School's approach to, and the content of, its relationships teaching is differentiated appropriately to reflect the different ages and levels of maturity of the pupils being taught. In this school effective RsE provides pupils with information to enable them to explore attitudes, values and develop skills so that they are empowered to make positive decisions about health related behaviour. RsE is not delivered in isolation, it is firmly rooted within PSHE and the science curriculum. It is part of lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of diverse family life, stable and loving relationships, respect, love and care. Parents/carers are fully informed of their children's participation in RsE.

5) Aims and Objectives of this Policy

The overall aim of this RsE policy is to enable effective planning, delivery and assessment of RsE. The school's RsE programme aims to equip pupils with skills in preparation for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones
- Understand the characteristics of a healthy relationship
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness
- Understand the concept of personal privacy/ consent
- Recognise positive and negative relationships both online and offline
- Recognise that families take on many forms and to be sensitive about the families of those around them
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help

- Know how to report and recognise emotional, physical and sexual abuse
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles

Teaching staff within our school are confident in planning, delivering and assessing the RsE curriculum. They are equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately. There will be a graduated, age-appropriate, programme of relationship education; teaching methods will take account of the developmental differences of pupils and single gender sessions are provided when appropriate.

Effective RsE is achieved through a whole-school approach which ensures that the school's policy and educational programme is tailored to the age and physical and emotional maturity of the pupils

6) Morals, Values, and Equalities Framework

At Cheetwood Primary School, the RsE curriculum (Appendix 1)

- Promotes acceptance and tackles discrimination in accordance with the Equalities Act, 2010
- Promotes spiritual, moral, cultural, mental and physical development in accordance with the Equalities Act, 2010
- Reflects the school's values and PSHE curriculum and is taught within the context of relationships
- Reflects the school's ethos and encourages pupils to explore faith and cultural perspectives in a respectful way
- Is delivered as a whole school approach to ensure that pupils are equipped with the skills necessary for transition to adolescence
- Promotes acceptance of and celebrates difference and diversity
- Promotes gender equality and equality in relationships
- Challenges gender stereotypes and inequality

7) Delivery of Relationships Education

RsE is delivered within discrete PSHE lessons that take place once a week. Many aspects of RsE are taught throughout the year. However, some specific age-related aspects are delivered at a pre-planned point during the year, in order that parents can be informed and be involved in supporting their child and respond in a timely manner to questions that may arise from these lessons to reinforce learning.

Ground rules are used in all PSHE and RsE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school's child protection/safeguarding procedures will be followed.

RsE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

Pupils are able to ask anonymous questions by writing a note for the class worry / question box. This box is found in every classroom.

The school uses resources that are quality assured by Manchester Healthy Schools which are flexible in order to meet the needs of the pupils and curriculum. Lessons are differentiated to ensure they are accessible to all. A selection of these can be viewed during the parent session, prior to each lesson in years 4, 5 and 6. Prior to these lessons a letter/email is sent home inviting parents to discuss the lesson content and view the resources with teaching staff and/or the RsE lead (Sample Letter, Appendix 2).

Correct medical/ scientific and inclusive language will be used throughout the RsE and PSHE curriculum.

RsE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and small groups and whole class discussions. External agencies can be invited to support or enhance the delivery of RsE. These include: the school nurse, voluntary sector, theatre and the police.

External agencies and visitors are required to make themselves familiar with and understand the school's RsE policy, staff code of conduct and child protection/safeguarding policy and are expected to respect and work within these policies.

All input to RsE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff, as per the external visitor/contributor guidelines (Appendix 4).

This evaluation then informs future planning. Co-delivery with teaching staff is encouraged and in years 4, 5, and 6 lessons are co-delivered with the school nurse; consideration to this is given at the planning stage.

All lessons teaching about puberty will be delivered as single gender lessons.

8) Parental involvement

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RsE curriculum programme.

To promote effective communication and discussion between parents and their children, we notify parents through emails/letters, workshops, displays, during policy development, half termly curriculum letters and the school website about when particular aspects of RsE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with school staff in a positive, sensitive and proactive manner.

Parents are also informed that the RsE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school
- To ensure the school work is in line with the Equality Act (2010) and the RsE Statutory Guidance (2019)
- Encourage the spiritual, moral, social and cultural development of the children
- Prepare pupils for the challenges and responsibilities of adult life, enabling them to access all opportunities

9) Parents right to withdraw

New legislation brought in through the Children and Social Work Act 2017 has created some important changes in relation to parental rights to withdraw children from school RsE:

- Parents **will not** be able to withdraw their child from Relationships Education in primary school
- Primary schools are required to teach National Curriculum science, which includes some elements of sex education in KS2; parents **do not** have a right to withdraw from this as it is part of the statutory science curriculum (Appendix 3)
- All pupils participate in relationships and health education lessons; for older pupils this includes puberty and menstruation

10) Menstruation and Period Poverty

Period poverty is estimated to affect around 1 in 10 women in the UK. This is an issue we take seriously as a school in the light of high levels of deprivation in the locality and Greater Manchester as a whole.

Pupils are beginning to menstruate as early as in Year 4 at this school. Pupils who are menstruating can sensitively and discretely obtain sanitary products from any member of staff and from the school office. Sanitary bins are provided in all junior school female and accessible toilets. Sanitary products can also be obtained to take away from the school office as part of the DfE free period products campaign (2020).

11) Evaluating and monitoring learning

To ensure that curriculum content and teaching is effective, the delivery of RsE will be assessed and evaluated in the classroom. Pupil evaluation of RsE is carried out via surveys and discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, pre- and post-topic mind maps and discussion and through learning walks.

RsE is monitored on an annual basis by the school's Head of Pastoral Care/ PSHE/RsE Leader to ensure that the content is relevant for the pupils and resources are appropriate and current.

12) Pupil Involvement

The school involves pupils in the development of the RsE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

RsE is taught in a safe, non-judgmental environment where adults and pupils are confident that they will be respected. Specific ground rules are established at the beginning of the RsE work, in addition to those already used in the classroom.

13) Accessibility / Equalities Act

This RsE policy reflects, and is in line with, the schools' equality policy the Equality Act (2010). The school ensures that the RsE teaching programme is inclusive, appropriate and relevant to all pupils, including those with any of the protected characteristics. Staff ensure that the content, approach and use of inclusive language reflect the diversity of the school and wider community and ensure all pupils feel valued and included, respecting gender, ability, religion, disability, sexual orientation, experiences or family background.

Inappropriate actions and bullying are not tolerated by the school and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see the anti-bullying policy).

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding. The school ensures that high quality RsE is accessed by all pupils, including SEND and EAL.

14) Confidentiality and Child Protection Issues

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made this will be reported to the appropriate professional as per ground rules.

RsE discussions or lesson content may prompt a pupil to disclose about related incidents, for example, FGM, forced marriage, child exploitation or abuse. If this occurs, or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member will immediately discuss this with one of the school's Designated Safeguarding Leads and follow the procedure set out in the child protection/safeguarding policy. Full details of any concerns will then be logged on CPOMS (the school's electronic recording system). All staff and visitors are familiar with the safeguarding policy and know the identity of the members of staff with responsibility for child protection/safeguarding issues.

The pupil concerned will be informed that confidentiality is being breached and the rationale for this. The pupil will be supported by staff throughout the process.

15) Professional development for staff

Staff are updated in training sessions, staff meetings and via email of developments in key aspects of RSE, including links with safeguarding, inclusion, equality and anti-bullying.

Staff training is provided when required at staff meetings and INSET days and may be provided by such external organisations as Manchester Healthy Schools, Stonewall and Proud Trust.

Should any staff identify any training needs this should be reported to the Head of Pastoral Care/PSHE/RsE Leader.

16) This RSE Policy is supported by and links to the following school policies and national guidance:

- Safeguarding Policy
- PSHE Policy
- Behaviour Policy
- Staff Code of Conduct
- Equality Policy
- Anti-bullying Policy
- Health, Safety and Welfare Policy
- E-Safety Policy
- Curriculum Policy
- External Contributor Guidelines
- Education Act (1996)
- Equality Act (2010)
- Children and Social Work Act (2017)
- Relationship and Sex Education Guidance DfE (2019)
- Keeping Children Safe in Education (2020)

17) Review of this policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Appendix 1

Primary Curriculum Relationships Education

EYFS

- NSPCC- Pants Programme

Year 1

- Who are the special people in my life? (family)
- What are the differences and similarities between people?
- What are the similarities between girls and boys? (body parts)

Year 2

- What is private? (body parts)
- What happens when the body grows young to old?
- What is fair, unfair, kind and unkind? (friendship)

Year 3

- What is personal space? (unwanted touch)
- What does a healthy relationship look like? (friendship)
- Why is being equal important in relationships? (trust)

Year 4

- What is diversity? (inc. LGBT+)
- Do boys and girls have different roles? (sport/jobs/toys)
- What changes happen to my body?

Year 5

- What are the different relationships in my life?
- What is unwanted touch?
- Understanding FGM
- What is puberty?

Year 6

- Understanding FGM
- What is puberty?
- Health Relationship programme
- Real Love Rocks

Healthy Relationships programme:

- Respectful Relationships
- Consequences of being violent
- Gender inequality
- Conflict management
- Children's experience of domestic abuse and violence
- Forced Marriage
- Where to go for help

Real Love Rocks programme

- Healthy Relationships
- Grooming
- Keeping Safe
- Online safety

Outside of the statutory Relationships Education curriculum, on an annual basis, the school will also deliver the Stonewall Free Programme:

EYFS, Year 1 and Year 2

- Same Love, Different Families

Year 3

- Stereotypes
- Being yourself
- Bullying

Year 4

- Friendships,
- Stereotypes
- Celebrating differences

Year 5

- Different families
- Identity
- Prejudice towards gay people

Year 6

- Family relationships
- Stereotypes in sports
- Homophobic language

Cheetwood Primary School sample letter to parents

Dear Parent/Carer

Re: Sessions on

As part of the school's Personal, Social and Health Education programme, your child will soon receive relationships education. This will include a unit of lessons on self-esteem, healthy relationships, personal safety and growing up.

There is a vast amount of, and sometimes confusing, information about relationships on the internet, on TV, in magazines, etc. which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

The purpose of the upcoming unit is to provide your child with the knowledge and skills to keep them safe in the modern world. The unit will develop attitudes which will help your child form relationships in a responsible and healthy manner, based on love and respect.

If pupils are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and hopefully grow into confident and healthy adults able to make positive choices.

The session in school may reinforce what you are already speaking to your child about at home. The school is committed to working in partnership with parents and is keen to hear your views about what pupils should be taught and share with you the Relationships Education (RsE) policy and resources.

We would therefore like to invite you to a workshop on RsE on

When available, the school health nurse is invited into school to enhance RsE lesson, so a representative from this service may/will also be attending this session to answer any questions you may have. This will also be an opportunity for you to view the resources used in the delivery of the RsE curriculum.

We would be grateful if you could please let us know if you will be attending.

If you are unable to attend the meeting but would still like information regarding the programme, please contact (Miss Fisher, Head of Pastoral Care & RsE Lead: r.fisher@cheetwood.manchester.sch.uk).

Yours sincerely

Statutory Provision in Science Curriculum

Detailed below are sections taken directly from the statutory Science Curriculum (2014). The sections detailed are those which specifically link to relationships and sex education. There are other relevant sections, which could create opportunity to discuss relationships and sex education further.

Key Stage 1

Children should learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Children should learn to:

- Describe the changes as humans develop to old age
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 4

External Visitor/Contributor Guidelines

Time and Place	
Date	From hrs to hrs
Venue	External contributor arrival time hrs
	Welcome/reception arrangements
Furniture layout	
Equipment: TV/Video/Sound/Flip-chart/OHP/Projector/Screen	
People	
<i>School</i>	<i>External contributor(s)</i>
	Name
Organiser	Introduce as
Class teacher (if different)	Specialism
Other teacher(s)	Agency
Additional staff	
Number of pupils	Have you discussed the visit and the schools' safeguarding, RSE and PSHE policies (and any other relevant documentation)? Yes/No
Class(es)	Have you discussed materials or resources that the external contributor(s)/partnership(s) will give to the pupils? Yes/No
Age of pupils	Have you discussed any gender, racial, cultural or special educational needs or issues and how these may be addressed? Yes/No
Learning	
<i>Session title</i>	<i>Subject area</i>
Most relevant policies	Lesson context (previous work covered)
Learning outcomes	Level of teacher involvement
Lesson outline (overleaf)	Special needs
Evaluation, including involvement of external contributor	Any follow up with external contributor
Agreements	
<i>Expenses:</i> Have you discussed and agreed any relevant expenses and fees? Yes/No/NA	<i>Agreement:</i> Have you and your external contributor signed an agreement for this visit? Yes/No
<i>Service Level Agreement (SLA):</i> In the case of an on-going partnership with the external contributor/agency have you both created a SLA? Yes/No	<i>Quality standards:</i> Has the school and partner/agency signed any joint agreement to ensure quality standards Yes/No