



Relationships Education Policy

Approved by:	Governing Board	Date: January 2023
Last reviewed on:	January 2023	
Next review due by:	January 2025	

Introduction

At Beaudesert Lower School, we believe that the Relationships Education programme is an important way of helping children to make sense of growing up as well as some of the bigger questions in life. We believe that our Relationships Education programme promotes pupils' self-esteem, emotional development and resourcefulness and helps children to form and maintain satisfying relationships. This begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes about relationships, sex and sexuality. It should help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood. Relationships Education is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives. It links into all of our school values of kindness, perseverance, community spirit, positivity, respect and compassion.

1. Aims

The aims of Relationships Education (RSE) at our school are to:

- Promote a culture of safeguarding whereby pupils understand what positive relationships look like and which parts of their body are private
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-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

2. Statutory Requirements

As a maintained lower school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Beaudesert Lower School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together 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/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of improving awareness, sharing information, and exploring issues and values. RSE is **not** about the promotion of sexual activity.

5. Curriculum

The Relationship Education, Relationship and Sex Education (RSE) and Health Education

requirements came into place in September 2020. The Relationship and Health Education is statutory in all primary schools from September 2020. We have developed a scheme of work in line with the PSHE Association to cover the statutory elements of the curriculum. Our curriculum is set out as per Appendix 1. This will be reviewed annually by the PSHE lead and headteacher to ensure it meets the needs of the pupils.

We have developed the curriculum in consultation with parents and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, use their professional judgment as to whether to answer that question or not, and then communicate with parents regarding information they may or may not wish to discuss with their child in more detail at home.

6. Delivery of RSE

At Beaudesert Lower School, we believe that effective Relationships and Sex Education should be:

- An integral part of the PSHE and Science curriculum and delivered as part of that curriculum
- Provided at an appropriate time and an appropriate level for the children. This should include ensuring materials are appropriate for pupils with Special Educational Needs / Disability.
- Taught together within class groups.
- Covered with great sensitivity and providing opportunities for children to reflect, ask questions and to discuss their views on this vital aspect of life and learning
- We believe that our RSE should be empowering for all pupils, regardless of gender, gender identity, sexuality, ethnicity, faith, ability and disability. It must also promote gender as well as LGBT equality; challenge all discrimination as well as ensure that our children understand that there are a variety of relationships and family patterns in the modern world.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting

sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Sensitive Issues:

From time to time, sensitive issues will be raised by pupils. It is important that all individuals concerned with the delivery of RSE in school are in alignment regarding their response to these. Parents and carers should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE. The issues concerned may include sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that pupils may hear these terms through different sources such as the media, and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age, maturity and learning needs, and thought will be given to whether the response is appropriate in a class, small group or individual situation. The detailed lesson planning will clearly state the content that will be covered. Questions will always be treated with respect and with a caring response. Staff and other adults will always be sensitive to underlying problems which may be worrying a child. The main guidelines in this situation are:

- be sensitive;
- is the context appropriate?
- is the question relevant to the content of the lesson?
- is the group ready in terms of maturity?

In such instances, teachers may answer a question with the response "We are not learning about this in Year... You may ask your Mum/Dad /Carer when you get home." "You will learn more about this in Year....." (if known). If staff have a concern, then parents may be contacted.

Confidentiality:

Staff should be clear about the boundaries of their legal and professional roles and responsibilities. They should be familiar with the procedures set out DfE document: 'Keeping Children Safe in Education' as stated in regular Safeguarding Training. Teachers cannot offer or guarantee absolute confidentiality. In certain circumstances a child may wish to confide in a trusted member of staff. They should be made aware before any disclosure that information may have to be passed on to the Designated Safeguarding Lead (DSL). If there is a concern about the child's safety, then teachers and the DSL should follow the guidelines in the Safeguarding Policies adopted by the school.

7. Roles and responsibilities:

7.1 The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modeling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All teachers will have the responsibility for teaching RSE. This will be completed following training from the headteacher, PSHE lead and Curriculum Lead.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. The RSE Overview for each year group can be found in the Programme of Study, published on our website. Currently at Beaudesert Lower School, we do not cover any 'non-statutory' content within our curriculum. If in the future however, we determine there is a need to cover any additional content on sex education to meet the needs of current pupils, parents would be consulted about this and would have the right to withdraw their child from this additional content.

Requests for withdrawal should be discussed with the headteacher and put in writing where possible, addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff will receive training on the teaching on RSE from the PSHE Lead, headteacher or health professionals, as appropriate. Staff may request additional CPD (such as courses, team teaching etc) should they require further support.

Planning of RSE sessions will also be mapped out thoroughly by the PSHE lead.

10. Monitoring arrangements

The delivery of RSE is monitored annually by the Headteacher, PSHE Co-Ordinator and Governors through:

- Collecting pupil views
- Book monitoring
- Learning Walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Outcomes will be shared with the PSHE Governor and the Curriculum Committee.

This policy will be reviewed by PSHE Co-Ordinator every two years. At every review, the policy will be approved by the governing board and the headteacher.