

RELATIONSHIP EDUCATION POLICY

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Reviewed by: BS

At Cameron Vale School, we recognise our responsibility to promote the spiritual, moral, social, cultural, mental and physical development of our pupils. This policy has been written in accordance with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019 and Relationships Education (Primary) September 2021.

This policy takes account of the following documents and guidance:

- Education Act (2011)
- Keeping Children Safe in Education
- Statutory safeguarding guidance (2020)
- Learning and Skills Act (2000)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education:
 - Statutory guidance for schools (September 2020)
 - Supplementary Guidance SRE for the 21st Century (2014)
- The Education (Independent School Standards) Regulations April 2019
- The Equality Act 2010
- The Independent Schools Commentary on the Regulatory Requirements September 2019
- Statutory Guidance Relationships Education (Primary) September 2021

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following:

- Child Protection and Safeguarding Children
- Anti-Bullying including Cyber bullying
- Behaviour
- Curriculum
- E-Safety
- PSHE
- SMSC Curriculum

1. AIMS

Relationship Education at Cameron Vale is central to the physical, emotional and social wellbeing of all children, now and in the future.

At Cameron Vale we aim to:

- teach children about positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults
- promote and model the behaviours that underpin good relationships i.e. taking turns, treating others with kindness, consideration and respect, honesty, truthfulness and permission seeking and giving

- engender a respect for personal privacy, personal space and boundaries, the differences between appropriate and inappropriate or unsafe physical (or other) contact
- establish the characteristics of healthy friendships, family relationships and other relationships children are likely to encounter to help them recognise less positive relationships, should they encounter them
- address online safety and appropriate online behaviour including how information and data is shared and used
- help children understand that families have many forms (e.g. single parent, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers) and that we should all respect the various family structures and support children may have
- cultivate the character traits and positive personal attributes that underpin strong and positive relationships e.g. resilience, perseverance, self-respect, self-worth, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- ensure the positive emotional and mental wellbeing by promoting positive relationships including friendships.

2. TEACHING AND LEARNING

Relationships Education at Cameron Vale is taught through:

- the PSHE programme
- Science
- Assemblies
- Cameron Vale values

and will ensure that pupils value and respect:

- relationships which are based on mutual respect, care and goodwill
- themselves and others for who they are, not for what they have or what they can do
- difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- equality in relationships, recognise and challenge gender inequality and reflect girls' and boys' different experiences and needs
- stable and loving relationships as the basis of a society in which people care for one another The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of Relationship Education. A range of teaching methods which involve children's full participation are used to teach Relationship Education. These include use of small group work, media, discussion, case studies, drama and role play.

Teaching and Learning will:

- provide information which is easy to understand and relevant and appropriate to the age and maturity of the children
- include the development of communication and social skills
- encourage the exploration and clarification of values and the development of positive attitudes
- build confidence in talking, listening and thinking about feelings, friendships and relationships

EYFS (PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT)

By the end of Reception, children will:

- understand some areas in which they can look after themselves e.g. dressing and undressing
- explain why it is important to keep clean
- understand some basic hygiene routines
- identify different members of the family
- understand how members of a family can help each other

KEY STAGE 1

By the end of Year 2, children will learn:

in Science

- to recognise similarities and differences between themselves and others • how to keep clean and look after oneself
- that babies become children and then adults
- to recognise and compare the main external parts of the bodies of humans
- about human and animal production of offspring and their growth into adults

in PSHE

- which people we can ask for help
- about similarities and differences between self and others and how to treat others with sensitivity
- to co-operate with others in work and play
- to recognise the range of human emotions and ways to deal with them
- about personal safety

KEY STAGE 2

By the end of Years 3 and 4, children will learn:

in Science

- life processes common to humans and other animals including nutrition, growth and reproduction
- stages of the human lifecycle

in PSHE

- the meaning of personal space and that people may require personal space
- that all families are different and have different family members
- to identify who to go to for help and support

During Years 5 and 6, children will learn:

in Science

- more detail about life cycles and the basic biology of parts of the body and human reproduction

in PSHE

- how to manage physical and emotional changes
- about the physical, emotional and social changes in puberty, including personal hygiene
- to talk about puberty with confidence
- when it is appropriate to share personal/private information in a relationship
- how and where to get support if a relationship goes wrong
- to be able to deal with emotional and social issues and challenges that may arise

3. ASSESSMENT

By the end of Year 6 children will know and understand:

1. Families and people who care for me

- families provide love, security and stability
- family life includes commitment, care and protection of children, spending quality time together and sharing 'each others' love
- families look different but can still be loving and caring
- marriage represents commitment, intended to be lifelong
- how to recognise negative or unsafe family relationships
- how the seek help if needed

2. Caring Friendships

- friendships for happiness and security
- how people choose friends
- characteristics of friendship
- difficulties and the avoidance of ridicule
- trust, managing conflict, seeking help and advice

3. Respectful Relationships

- practical steps to support respectful relationships
- courtesy and manners
- self-respect, respect for others
- bullying
- stereotypes
- permission seeking and giving

4. Online Relationships

- respecting others online
- staying safe online and recognising risks and how to report them
- sharing information and data online

5. Being Safe

- appropriate boundaries
- privacy
- the differences between appropriate and inappropriate/unsafe physical and other contact
- safe responses
- feeling unsafe

- seeking advice
- reporting concerns

6. SEX EDUCATION (PRIMARY)

Regulations have made Relationships Education compulsory in primary schools but not Sex Education. In Relationships Education we will teach children about relationships and health, including puberty. Science includes human growth (birth to old age including puberty), human external body parts and reproduction in some plants and animals.

In order to help children in their transition to secondary school, Year 5 and Year 6 will have an age and stage appropriate programme of sex education. The aim is to ensure boys and girls are prepared for the changes that adolescence brings and to provide knowledge of the human life cycle and how a baby is conceived and born. Parents will be consulted prior to these sessions and support will be offered to parents. Parents have the right to withdraw children from sex education beyond national curriculum for Science Year 6 study. The school will inform parents when aspects of the RSE programme are taught and parents will complete a form giving them the option to withdraw children. This is returned to school and we will provide opportunities for parents to view content of the materials being used if requested.

7. PARENTS AND RELATIONSHIPS EDUCATION

The school is committed to working with parents, who play a vital part in every child's relationships education and we encourage parents to share this responsibility.

8. SPECIAL EDUCATIONAL NEEDS

Pupils with special educational needs, learning difficulties or disabilities have the same entitlement to relationship and sex education as their peers. Teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs to ensure all children have full access to the curriculum. Differentiation for children with Special Educational Needs will be achieved through the adjustment of teaching methods and the provision of additional resources.

9. EQUAL OPPORTUNITIES

We will provide a Relationships programme which is accessible to all children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons are chosen carefully to avoid stereotypical images. Teaching activities are designed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

10. SAFEGUARDING

Through Relationships Education pupils will be taught to recognise and report abuse (emotional, physical, sexual and online). Pupils will:

- understand that they have rights over their own bodies (NSPCC PANTS)
- be aware of boundaries (friendships, peers, families, others, online)
- know how to report concerns and seek advice
- be taught to stay safe

All staff are alert to signs of abuse and know current safeguarding procedures to follow as a result of any disclosures during Relationships or Sex Education sessions.