



LEEDON LOWER SCHOOL

Relationships Education Policy

This policy should be read in conjunction with science and PSHE policies

Relationships Education Policy

➤ **Rational:**

We believe that 'Relationships Education' is a lifelong process where children and young people learn about the emotional, social, and physical aspects of growing up. At Leedon Lower School, Relationships Education is delivered through the PSHE and Science Curriculum, linking where appropriate to other areas of the curriculum.

We believe that all children should have access to the learning covered within this area of the curriculum and that they should have this information and skills taught to them before they start to experience significant changes.

➤ **Aims and Objectives:**

The key aims of Relationships Education are to:

- Provide pupils with accurate and relevant information about the physical and emotional changes that they will experience throughout their formative years and into adulthood
- Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage
- Provide opportunities for pupils to develop personal and interpersonal skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community
- Enable pupils to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within the school and community
- Foster self-awareness and self-esteem and a sense of responsibility and respect for themselves and others
- Provide opportunities for young people to consider and reflect upon the range of attitudes to gender, relationships and family life
- Raise awareness of inappropriate relationships

At Leedon Lower School lessons are delivered using Kapow PSHE programme. The units covered are detailed in appendix 1.

Organisation and Statutory Duty

➤ **The Role of the School:**

Leedon Lower School has a relationships education programme which is tailored to the age, physical and emotional maturity of the children within our care as recommended by the Department for Education. The school delivers Relationships Education through different aspects of the curriculum, with specific reference to Science and the PSHE and Citizenship schemes of work.

The school actively co-operates with agencies such as the Local Health Authority and other health professionals to deliver its commitment to relationships education. The personal beliefs and attitudes of teachers will not influence the teaching of relationships education.

The school must ensure that any relationships education is provided in a way that ensures pupils are

taught about the nature of a stable relationship and its importance for family life and for bringing up children. Leedon Lower School, additionally ensures that pupils are protected from teaching materials which are inappropriate; taking account of the children's age and social background.

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of relationships education within the PSHE and Citizenship framework.

Teachers are required to adhere to the school's policy on confidentiality between themselves and pupils, especially when they believe that a pupil has embarked on a course of conduct that would place him or her at moral or physical risk or in breach of the law. Teachers cannot offer or guarantee absolute confidentiality. We would always seek parental co-operation when sensitive issues arise, and we would include parents in any discussion. Where younger pupils are involved, this will be grounds for serious concern, and child protection issues will need to be addressed. The school's policy on confidentiality may encourage pupils to talk to their parents or carers and give them support to do so. If there is evidence of abuse, the school's child protection procedure should be adhered to, ensuring that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.

➤ **The Role of Parents:**

The school understands the important role parents play in enhancing their children's understanding of relationships and health. The school works closely with parents by establishing open communication about the content and delivery of the relationships and health education. This policy is created in collaboration with parents, who are invited to view and comment on it before its adoption by the governing body.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group

Parents or carers do not have the right to withdraw their children from the Relationships Education provided, including the teaching of the biological aspects of human growth under National Curriculum for Science.

Our aim is to build a positive and supportive relationship with parents through mutual understanding, trust and co-operation. In promoting this objective Leedon Lower School will:

- Answer any questions that parents may have about the relationships education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationship education in the school.
- We inform and guide parents about best practice with regard to relationships education so that the teaching in school supports the key messages which parents give to children at home.

In building and fostering this working relationship with parents, pupils will benefit from being given consistent messages about their changing body and their increasing responsibilities.

➤ **Assessment of learning:**

This policy runs in conjunction with our Science and PHSCE policies as much of the work would be done within these contexts. As such we would assess work in the same way, looking at recorded evidence in books, having discussions with the children and asking appropriate questions.

Appendix 1: Outline Teaching Programme

EYFS

Self-regulation: My Feelings – understanding feelings and emotions by recognizing specific emotions, expressing them appropriately and managing strong feelings effectively

Building relationships: Special relationships – learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives

Managing self: Taking on challenges – considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practice simple coping strategies

Self regulation: Listening and following instructions – developing listening and communication skills through stories and games that encourage careful attention to spoken language

Building relationships: Family and friends – developing an understanding of sharing, turn taking and positive relationships

Managing self: My wellbeing – identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet

- **My healthy self** – learning how to look after their mental and physical health and make choices that support their wellbeing.
- **Connecting with others** – learning how to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
- **The online world** – learning how to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
- **Citizenship** (non-statutory) – learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.
- **Staying safe** – learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
- **Health protection** – learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.
- **Growing up** – learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.

Early Years Foundation Stage (Reception)

Key Stage 1 (years 1 and 2)

Knowledge and Understanding

- To understand that humans move, feel, grow, use their senses and reproduce. To name the main external parts of the human body using correct terminology
- To understand basic information about how the body works and ways of looking after the body
- To understand that humans grow from babies into adults.
- To understand and know the basic differences between males and females
- To understand and recognise similarities and differences between themselves and others and how to care for living things
- To understand and identify family relationships and know that there are various family structures
- To understand the responsibilities in family relationships

Skills and Attitudes

- To understand how to be able to ask questions however sensitive
- To develop ideas of non - stereotyped gender roles and explore gender roles
- To understand and develop strategies to counter media and other pressures to conform to stereotyping
- To understand and develop personal behaviour conducive to maintaining friendships and relationships
- To understand when and how to get help from adults
- To understand how they can communicate feelings and concerns and how to show care and responsibility
- To feel comfortable about body functions. Respect for families and family relationships
- To be able to acknowledge and discuss moods

Outline Teaching Programme

Key Stage 2 (years 3 and 4)

Knowledge and Understanding

- To understand that there are life processes common to all animals and the main stages of the human lifecycle
- To recognise and accept individual personal growth and development and to understand there are variations
- To understand the changes in the body at puberty and manage related feelings and emotions
- To explain the process and management of menstruation
- To understand positive ways of communicating within relationships
- To understand the needs and responsibilities of family members
- To know and recognise where to get support if an online relationship goes wrong
- To know that others' families, either in school or in the wider world, sometimes look different from their family and that they should respect those differences.

Skills and Attitudes

- *To continue to develop the ability to ask questions however sensitive*
- *To express feelings and anxieties and develop strategies to deal with these*
- *To continue to develop personal behaviour conducive to maintaining friendships and relationships*
- *To identify and cope with pressure from peers*
- *To overcome peer pressure to behave in ways detrimental to their health and self-esteem*