

Relationship Education Policy



Inspiring a love for lifelong learning

Approved by: FGB

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1. Aims

The aims of Relationship Education at our school is to:

- 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

Relationship Education is not compulsory in primary schools. However, primary schools are required to teach the elements of education contained in the science curriculum as part of the national curriculum (2014).

If primary schools do teach relationship education, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Ashford Park we teach relationship education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their relationship education

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationship education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity as part of the national curriculum 2014.

Relationship education involves a combination of sharing information, and exploring issues and values through the PSHE (Jigsaw) curriculum.

Relationship education is not about the promotion of sexual activity.

5. Delivery of Relationship Education

Relationship education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationship education are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

6. Roles and responsibilities

6.1 The governing body

The governing body will approve the Relationship education policy and hold the head teacher to account for its implementation.

6.2 The head teacher

The head teacher and curricular lead are responsible for ensuring that relationship education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering relationship education in a sensitive way
- Modelling positive attitudes to relationship education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of relationship education

Staff do not have the right to opt out of teaching relationship education. Staff who have concerns about teaching relationship education are encouraged to discuss this with the head teacher/curricular lead.

6.4 Pupils

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

7. Parents'/carers' right to withdraw

Parents'/carers' have the right to withdraw their children from the non-statutory components of RE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents/carers and take appropriate action.

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

8. Training

Staff are trained on the delivery of relationship education as and when required.

The curricular lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching relationship education.

9. Monitoring arrangements

The delivery of RE is monitored by the Creative Curriculum lead and the Science Team Lead through, for example;

- Learning walks
- Planning scrutiny
- Lesson observations
- Pupil interviews.

Pupils' development in RE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Creative Curriculum lead, annually. At every review, the policy will be approved by the head teacher and governors during achievement day (annually) where necessary.

10. Policy and curriculum links

- Safeguarding and child protection policy
- Pedagogy policy
- National Curriculum 2014
- PSHE curriculum
- Science curriculum
- Surrey agreed RE syllabus
- Responding to an online safety concern flowchart