



Relationships Education Policy

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Introduction

Sex and Relationship Guidance DfES 0116/2000 identifies three main elements of sex and relationship education:

- Attitudes and values;
- Personal and social skills;
- Knowledge and understanding.

As such, this policy was developed in response to Sex and Relationships Education Guidance DfES 2000.

Definitions

Education about relationships and sexuality begins at birth by the way we are touched, handled and spoken to, with young children being interested in themselves, their bodies and their relationships. Relationship Education is a vehicle for building on this interest and helping children make sense of the world around them.

The purpose of Relationship Education is to support children through their physical, emotional and moral development whilst helping them to understand themselves, respect others and form and sustain healthy relationships. As such, Relationship Education should enable pupils to express their needs and ask for help and support throughout their development, with children nearing the end of Key Stage 2 managing and making sense of the emotional and physical changes during puberty.

Aims of our Relationship Education programme

At Abingdon Primary School, Relationship Education is delivered through the school's PSHE programme alongside the Science curriculum and promotes the principle of Relationship Education being lifelong learning. Its aim is to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others. This will include developing the following skills: valuing

themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society. The school believes that Relationship Education should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

There is also the belief that Relationship Education should be set within the wider school context and supports family commitment, love, respect and affection, knowledge and openness.

Therefore, pupils and staff are encouraged to share and respect each other's views and be aware of differing family structures with acceptance, though in the absence of any promotion of any particular 'norm'. An atmosphere where questions and discussion take place without stigma or embarrassment is created throughout the school, and partnerships with parents and community agencies are common place.

From Key Stage 1, pupils learn to manage emotions and relationships confidently and sensitively whilst developing empathy and self-respect for others. Throughout the school community, children are encouraged to make choices in an absence of prejudice and develop an appreciation for the consequences of choices made. This strives to empower children with the skills to be able to avoid inappropriate pressures, both as the exploiter and exploited.

The Teaching of Relationship Education

Relationship Education is taught through our PSHE scheme of work and also through links with other areas of the curriculum.

The individual lessons are planned out within our PSHE scheme of work to match topics taught in individual year groups throughout the Year.

Throughout School we follow the PSHE Association Scheme of Work. Each term 3 topics are covered.

Autumn – Health and wellbeing - Healthy Lifestyles, Growing and Changing Keeping Safe

Spring – Relationships - Feelings and emotions Healthy Relationships Environment

Summer – Living in the Wider World - Money Valuing difference, Rights and Responsibilities

Inclusion

Abingdon Primary School believe that all young people should receive Relationship Education and therefore offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. We intend our policy to be sensitive to the needs of different ethnic groups and understand that for some young people, it is not appropriate for them to be taught particular items in mixed groups. We also aim to deal sensitively with children's issues and answer appropriate questions raised as young people need to feel that Relationship Education is relevant to them.

Partnership with parents/carers

Our school is committed to working with parents/carers, and with most of a pupil's informal relationships education occurring within the family, the school believes that the Relationship Education programme will complement and build on this in co-operation with homes. Under the Education Act of 1993 parents can withdraw pupils from part of the Relationship and Sex Education that is outside the compulsory elements of sex education contained in the

National Curriculum Science Orders. If a parent/carer wishes to withdraw their child, they need to have a discussion with the Head teacher.

Confidentiality

Although parents and children are encouraged to talk to each other, a teacher should seek guidance from the designated person if there are any concerns about the child's safeguarding. (CPOMS). On these rare occasions the school must act in the best interests of the child and may not first inform parents.

Monitoring of Relationship Education

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation according to our school's policy. Implementation will be monitored by the Head teacher and PSHE Co-ordinator and reported on to the Governing body.

Review date September 2019. Statutory relationships education guidance to be published in September 2019