



Stapleford Abbots Primary Academy

Relationships Education Policy

Author:	Marnie Tait
Approval needed by:	Local Governing Body
Consultation required	Teachers, parents and students
Adopted (date):	February 2024
Date of next review:	February 2026

Inspire – Believe - Achieve

- Through our curriculum and pedagogy, we will provide a richness that will **inspire** all our learners.
- We will build in every learner a self-confidence to **believe** they can succeed ■ Together everyone can **achieve**

Through a first-class education the school enables all children to become confident, successful, resilient and independent members of society. Staff create a high performing and inspirational learning experience, where our children embrace a love of learning and are motivated to succeed.

Members of staff responsible for Relationships Education and Health Education:

Mrs Tait: Headteacher

Mrs Wilkins: PSHE/Relationship Education Lead

Statement of Intent

At Stapleford Abbotts Primary Academy, we believe Personal, Social, Health and Economics education (PSHE) is the foundation of a child's learning. It helps give children the skills and understanding they need to be morally good, healthy and independent citizens. In addition, we provide our children the opportunity to learn about their rights and understand how their actions affect others by offering a Rights Respecting ethos; which encompasses experience of diversity and our changing society. PSHE is also integrated throughout our bespoke curriculum. Our children are encouraged to develop their self-worth by playing a positive role in contributing to school life and the wider community.

Our policy for PSHE and RSE has been written using recommendations from PSHE Association, SCARF Coram and statutory requirements from the DfE.

Guidance from the DfE 2020 states Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.

Outline of Curriculum

The two main core themes of our PSHE programme of study focuses on Relationships Education and Health Education. A third core theme, Living in the Wider World is also an integral aspect of our curriculum. The following topics will be covered:

Relationships Education

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

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Living in the Wider World

- Our impact on society
- Financial health and well-being

How it will be organised and covered

P.S.H.E will be provided through:

- Discreet Curriculum time - daily
- Links to relevant curriculum areas/topics
- Assemblies, class assemblies, class discussions and circle time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of our children
- Extra-curricular activities e.g. diversity days, Theatre groups, Friendship week, anti-bullying initiatives
- Planned learning will be recorded on weekly or daily plans

Year by year progression and curriculum provision

[Key stage One](#)

[Key stage Two](#)

Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what children will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Within the Foundation Stage, PSHE objectives are documented within 'scrap books' which include specific focussed PSHE objectives and circle time activities. Similar to this, Key Stage One and Two also have a class 'scrap books' where circle time discussions are recorded, pictures of activities that are completed during PSHE lessons and any comments made by children that are relevant to the topic are included.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. Our detailed Progression Documents outline what is expected of the different year groups and show how the children progress in their knowledge and understanding.

Staff Professional Development

The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school. Likewise, teachers training needs are determined at personal development reviews during the performance management cycle and whole school training needs are planned into action plans if necessary. We encourage Talk for Teaching, peer observation and peer support within our teaching team.

Equal Opportunities

PSHE follows the schools Equality Policy and is underpinned by our equality statement:

Single Equalities Statement

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfill their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

As a school we have worked hard to ensure we deliver a diverse curriculum and children study a range of exceptional people from a wide range of backgrounds and cultures.

Relationship and Sex Education

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This policy is set out to explain how and why RSE is taught at Stapleford Abbots Primary Academy.

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us, rather than it being left to their peers or the internet. Parents are invited into school to understand the purpose and content, view materials used and ask questions they may have prior to the teaching of this subject. Parents have the right to withdraw their children from all or part of the Sex Education. However, they do not have the right to withdraw their children from aspects of RSE that are taught in the National Curriculum Science or where aspects of RSE issues arise incidentally in other subjects. Likewise, parents cannot withdraw their children from the teaching of Relationships education.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We recognise that the onset of menstruation can be a confusing or a distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage this period. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason we deliver puberty lessons to all children in year 4, 5 & 6. As part of RSE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty. Including body odour, mood swings, hair growth, acne and growth spurts.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age appropriate, spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, and know the children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class. For the majority of the programme, we do not separate our classes into girls and boys, as we believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. However, for part of one lesson, boys and girls are separated to ask specific questions regarding their gender to avoid embarrassment.

Monitoring and review

The implementation of the policy will be reviewed by the Headteacher in consultation with the PSHE subject leader every two years. The overall policy will be reviewed by TKAT every two years.

Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher.

Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and health education curriculum.

Sources of Further Information

This policy has drawn on:

- DfE's 'Sex and Relationship Education Guidance' (2020)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

Links to other policies

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education

Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>