**Bankfields Primary School**

****

**Relationships Education**

**2024**

**Bankfields Primary School**

**Relationships Policy 2024**

**Introduction**

This policy has been updated in accordance with the documents stated in Appendix A. All are available to view online.

**What is Relationships Education?**

Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships. It starts to explain what a relationship is, respect for others, healthy friendships and how these develop. Through Relationships Education, we can help prevent abuse and protect children, by teaching the knowledge they need to stay safe and report abuse.

The objectives of Relationships Education are;

* To raise pupils’ self-esteem and confidence, especially in their relationships with others;
* To provide the confidence to be participating members of society and to value themselves and others (link to British values);
* To help gain access to information and support.
* To develop skills for a healthier safer lifestyle.
* To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
* To respect and care for their bodies.
* To be prepared for puberty and adulthood (KS2).

**Ethos**

***At Bankfields, our curriculum aims to ensure that learning is effective, challenging, progressive and relevant to the lives and needs of our children.***

**Relationships Education Curriculum Intent**

At Bankfields, we aim to encourage our children to become confident when faced with the emotional, social and physical issues that will arise as they are growing up. We plan activities that will teach them what a safe and healthy relationship is including friendships, online and family relationships. At Bankfields, we want our children to have the confidence to know where they can go when they feel unsafe and provide them with lifelong skills that will enable them to thrive as adults.

**Our Aims for Relationships Education within the PSRHE Curriculum**

Our school aims and values ensure we provide a whole school approach, thus providing an effectively taught curriculum and which also addresses pastoral issues in a sensitive manner.

Our aim is to:-

* Provide an effective Relationships Education programme which meets the needs of all of our children;
* Encourage all pupils to develop sense of self and self-worth;
* Provide opportunities for all children to understand themselves within the wider context of physical and emotional changes; thus equipping them with the skills and understanding to be confident within themselves;
* Provide the children with the confidence to identify safe and healthy relationships within family, friendships and online and know where they can get help if they feel unsafe within these contexts.

**Legal aspects relating to Relationships Education**

All primary schools are required to teach Relationships Education. As these aspects of the curriculum are statutory, children cannot be removed from these lessons.

**The teaching programme for Relationships Education Legal requirements**

**Equality**

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required.

**Scheme of Work at Bankfields Primary School**

**Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSRHE and as part of Personal, Social and Emotional Development, they develop skills to form friendships and think about relationships with others through the Early Learning Goal, Building Relationships (updated October 2022).

**Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. Teachers will address misconceptions around the naming of body parts where appropriate and use correct the correct vocabulary. In RE and PSRHE children reflect on family relationships, different family groups and friendship. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety and online safety.

**Key Stage 2**

In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. Children will also begin to understand the importance of personal privacy from Year 3. In RE and PSRHE, they continue to develop an understanding of relationships within a family, online, between friends and the community, and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people’s emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Relationships Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors and teaching staff.

**The organisation of Relationships Education**

Relationships Education is delivered through Science, RE, PSRHE and English activities. Relationships Education will be planned by class teachers to ensure content is age appropriate and meets the need of each cohort. It will be taught by classroom teachers, teaching assistants and where appropriate, outside visitors.

A range of teaching methods which involve children’s full participation are used to teach relationship and sex education. These include use of video clips, discussion, looking at case studies, drama and role-play.

Relationships Education is usually delivered in mixed gender groups however; there will be occasions where single gender groups are more appropriate and relevant.

Relationships Education will be planned from a variety of approved resources such as Kapow and the PSHE Association. Puberty and personal health lessons including privacy are planned from some Lucinda and Godfrey stories such as The Smell Monster in Year 2.

**Children with special needs**

Teaching and resources will be adapted where appropriate to address the needs of these children, ensuring they have full access to the content of relationships education.

**Specific Issues**

**Parental consultation**

The school has available information on relationships education on request and this policy will be available to parents on the website.

**Child Protection / Confidentiality**

Teachers need to be aware that effective relationships education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will follow the school’s safeguarding procedures for child protection. A member of staff **cannot** promise confidentiality if concerns exist.

**Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child’s needs. Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports; children will be made aware of the processes to raise their concerns and how it will be handled.

**Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, governing body and PSRHE leader. The school will assess the effectiveness of the aims, content and methods in promoting students’ learning by sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the Relationships Education programme will be evaluated by assessing children’s learning and implementing change if required.

This policy will be reviewed in July 24

**Appendix A- Legal Documents and Guidance**

This policy has been developed in accordance with the following documents:

DfE:- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pd>

Relationships Education (Primary) Updated 13th September 2021

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Keeping children safe in education: Statutory guidance for schools and colleges (September 2024) Part One

<https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf>

The Equality Act (2010)

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

**Links with other policies**

This policy is linked with the following policies:

PSHE

Child Protection Policy (policy and procedures to deal with child-on-child abuse)

Equal Opportunities

Safeguarding

Confidentiality

Behaviour

Anti-Bullying

These policies can be found on the school website. Hard copies can also be provided on request.