Policy: Relationship Education and PSHE

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Our Core Values

RESPECT, RESPONSIBILITY, RESILIENCE

These three core values underpin the ethos of Abbey School. Our young pupils are encouraged to understand these values and how they develop, initially, at the micro level around themselves, their friendships, their families and our school. Later, our older pupils begin to understand how these self-same values affect our lives on the macro level, with all this means for their lives as they grow into adults and their environment of Devon, the United Kingdom, and also the planet in which we live.

Statutory requirements

As a primary school we must provide relationships education to all pupils as per section 34 and 35 of the Children and Social Work Act 2017. We are not required to provide sex education; however, in line with government guidelines, parents will not be able to withdraw their children from any aspect of relationships education or health education (which includes learning about the changing adolescent body and puberty) and we do need to teach the elements of human reproduction through the statutory science curriculum.

Our school's policy on relationships education is based on the requirements of the Education Act 2002. This continues to be the recommended relationships education guidance under the current government (2015) and as published by the DfE statutory guidance (2018). Other documents that inform the school's relationships education policy include:

• Equality Act 2010
• Keeping Children Safe in Education 2025)
• Safeguarding and Child Protection Policy
• Anti-bullying Policy

Should you like to see the guidance and statutory requirements for relationships health in Primary Schools from the government please visit this link.

Rationale

Relationship Education will now be incorporated into our PSHE, personal, social and health education which will give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed active responsible citizens.

Relationship Education and PSHE helps pupils to: -

- Acquire knowledge and understanding of themselves of others and of the world they live in.
- Develop skills for living
- Understand and manage their emotions
- Become morally and socially responsible
- Take on a range of roles and relationships
- Value themselves and respect others
- Contribute to their community
- Appreciate difference and diversity
- Participate actively in our democracy
- Safeguard the environment
- Act in the wider world in a way that makes the most of their own and others human potential.

Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

PSHE teaching aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives. PSHE underpins life at Abbey School connecting to our School Vision, School Values and the British Values.

The Department for Education (DfE) is clear that PSHE is an 'important and necessary' part of children's education. 'Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.'

The aims of Relationship Education and PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able:

- To have respect for themselves and others, valuing the differences and similarities between people;
- To develop good relationships with other members of the school and wider community;
- To be independent, self-disciplined and responsible members of society;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- To know and understand what constitutes a healthy lifestyle;
- Children will be aware of safety issues and manage risk in their own lives.
- To be aware of potential risks in the online world and how best we can stay safe.
- Our Relationship and PSHE education promotes the school values of resilience, respect, responsibility.

Guidelines

These key elements are taught through three strands as recommended by the PSHE Association.

- Health and Wellbeing
- Relationships
- Living in the Wider World; economic wellbeing and being a responsible citizen

In order to cover these strands, we use the Relationship and PSHE scheme of work, 1desicion.

Planning

1. Every class has a timetabled session of PSHE every week. This lesson will follow the planned 1decision scheme of work. Through this scheme of work, we cover the statutory guidance for Relationship Education (RE) and PSHE.
2. In addition to this, RE and PSHE is also taught within other subject areas and as part of cross-curricular projects.
3. RE and PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional circle time session in response to a particular event or issue.
4. Whole school and class assemblies provide opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement. This also includes themed days/weeks like Anti-Bullying week.
5. All teaching staff will use a 1decision, which builds on prior knowledge each year and allows children time to deepen understanding on different subjects within the PSHE curriculum.
6. Through the use of worksheets presented in project files, discussions and photos, children and adults can track progress and areas of support, guidance or extra teaching can be identified.

Below are guidelines of subjects covered, each linking directly to the statutory requirements of health education and relationships education highlighted within the government documentation.

EYFS: In Nursery and Reception, we follow the curriculum set out in the EYFS framework. Personal, social and emotional development (PSED) is one of three prime areas of learning and involves helping children:

• to develop a positive sense of themselves, and others
• to form positive relationships and develop respect for others
• to develop social skills and learn how to manage their feelings
• to understand appropriate behaviour in groups
• and to have confidence in their own abilities

Adults in the EYFS have numerous opportunities daily to link PSED cross curricular. The 1decision 'Rainbow Drops' can be taught in any order linked with the PSED prime area of the EYFS.

KS1: Topics covered; Staying safe, Keeping Healthy, Relationships. Being Responsible, Feelings and Emotions, Computer Safety, Money Matters and Hazard Watch.

KS2: Topics covered; Staying safe, Keeping Healthy, Relationships. Being Responsible, Feelings and Emotions, Computer Safety, The Working World, A World Without Judgement.

Answering difficult questions
Teachers must carefully ensure that their personal beliefs and attitudes do not influence the teaching of RE and PSHE. There must be clear parameters about what are appropriate and inappropriate discussions in class. Teachers must set the tone so that issues are discussed in a sensitive, sensible, age-appropriate and matter-of-fact way. It is important that that teachers note down any concerns and follow the usual safeguarding procedure – which can be found in out Safeguarding Policy.

Assessment and Progression

Reference is made here to key statements for RE and PSHE from 1decision.

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

- The children's work is collated into a 1decision project file. This will act as evidence of the work the children have been involved in and document their learning experiences.
- As part of 1decision there are specific lessons where children can use their workbooks to reflect back on all the work they have done in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. We believe this reflection is essential to build personal identity and self-esteem.
- These project files start in Year 1 until Year 3 and start again in Year 4 until Year 6 and can be used for teacher's summative and formative assessment against the statutory guidelines.
- The person responsible for RSE in schools will monitor progress and evaluate on the effectiveness of lessons and programmes of study regularly, using evidence from workbooks, discussions with staff and pupils as a basis for teaching guidelines in accordance with DFE guidelines.
- The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.
- Teachers may also assess through the use of informal judgements as they observe them during lessons and at other times around school.

Providing opportunity for assessment could include:

- Demonstrating their understanding through talks, presentations.
- Contribute to discussion or debate.
- Demonstrate skills through role-play.

- Write letter to outside agencies
- Help to plan visits or for visitors to school.
- Circle times

Special Educational Needs and Equal Opportunities

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring the curriculum and learning is tailored for every individual child. Allowances will be made for children who may be classed as vulnerable or for potentially sensitive issues. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access RE and PSHE education provision. We expect our pupils to consider others' needs by following the school's vision and values of respect, reminding them of this and promoting the correct and sensitive behaviour. We will use RE and PSHE education as a way to address diversity issues and to ensure equality for all.

We recognise the right for all pupils to have access to RE and PSHE education learning which meets their needs. We will use a scheme of work which best suits our children, decided through consultation with RE and PSHE advisors, the subject co-ordinator and the head teacher. We will ensure that SEND pupils have access to RE and PSHE through differentiation of work and lessons suitable for their ability and maturity, as well as their understanding. Pre-teaching may be needed for some topics.

Health and Safety

Through our procedures we aim to ensure a safe environment in which children are able to learn.

We also ensure any outside agencies used to contribute to RE and PSHE programmes of work are suitable. Many agencies have their own guidelines and codes of practice.

Will Relationship Education be taught at my child's school?

Relationships Education (RE) in primary schools is a new development (2020) and is compulsory, meaning that there is no opt-out for parents. It will teach children about healthy relationships, including the concepts of friendship, consent and privacy. It is not sex education.

What is Relationship Education?

The government describes RE as "the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."

Pupils will be taught about topics including:

- what a relationship is
- what friendship is
- what family means and who the people are who can support them
- how to take turns
- how to treat each other with kindness, consideration and respect
- the importance of honesty and truthfulness, permission seeking and giving
- the concept of personal privacy

DfE guidance includes reference to 'different types of committed and stable relationships'. There is particular reference to teaching about marriage and civil partnerships as 'formally and legally recognised' forms of long-term commitment. This is introduced in primary and expanded upon once students reach secondary school. Teaching more specifically about consent takes place at secondary school level. See p 19 of the government's draft guidance for more details about RE course content.

Can I withdraw my child from Relationship Education lessons?

There is no right for parents to withdraw their child from RE. Parliament agreed that the content of RE, such as friendships and staying safe, is important for all children to learn, which is why no provision was made for parents to withdraw their child.

In Year 6, the pupils will have the option to opt out of sex education, this is the teaching of conception. A letter of consent will be sent before teaching this unit of work detailing what will be covered, and any resources used.

At Abbey School, we define sex education as;

'Sex Education is tailored to the age and the physical and emotional maturity of pupils. Sex education at Abbey School is designed to prepare children for the changes that adolescence brings. This includes the terms, 'conception' and 'reproduction,' describing the function of the female and male reproductive systems, identifying various ways adults can have a child and learning about the different stages of pregnancy.'

Relationship Education expectations

We teach the children about the parts of the body and how they work. We also explain that their bodies will change as they grow. We encourage the children to ask for help if they need it and there are opportunities for question-and-answer sessions. The curriculum content is delivered in a non-judgemental, factual way which allows scope for young people to ask questions. We always teach this with due regard for the emotional development of the children. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them. Pupils with special educational needs will be given the opportunity to fully participate in relationships education lessons, and a differentiated programme will be offered if required.

We carry out the main relationships education curriculum in PSHE lessons; however, we also teach relationships education through other subject areas, such as science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise and hygiene.

Evaluation of Policy

A review involving teaching and other staff will take place a year after the implementation of this policy. We will use the following criteria as a measure of success.

- Has the quality of pupils' learning been enhanced?

- Has the standard of learning improved?
- Is the whole school consistent in: -
    - Methodology.
    - Understanding the requirements of the Programmes of Study.
    - Presentation of pupils' work.
- Are teachers' plans accurate and covering the requirements?
- Assessment and marking where appropriate.
- Has any part of the policy been difficult to implement?

The RE and PSHE Coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of RE and PSHE, by passing on information and ideas, and delivering staff training as appropriate. We also hold regular staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.