



# **DAME DOROTHY PRIMARY SCHOOL**

## **RELATIONSHIP EDUCATION POLICY**

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### Mission Statement

*"We strive to provide a safe and happy environment where children are encouraged to be creative, resilient and hard working*

*At Dame Dorothy Primary School we have high expectations for all pupils regardless of their starting point. Learning is at the core of all we do making full use of the places around us."*

## INTRODUCTION

The teaching of Relationships Education (RSE) at Dame Dorothy Primary School, using an integrated and consistent approach, is an important aspect of pupils' education. Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Relationship Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

Relationships Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use Relationships Education as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Relationships Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Every child is entitled to receive Relationships Education. It is our intention that 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.

### The Moral and Values Framework

Relationships Education is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just IN Relationships Education. Relationships education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

Inappropriate images will not be used or explicit material not directly related to explanation. Schools will ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned.

We aim to:

- Help pupils develop sensitivity and respect for themselves and others;
- Provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- Support pupils in taking responsibility for their actions and the consequences of their actions;
- Provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

## **Aims of Relationships Education**

Taking account of the age, maturity and needs of the pupils, Relationships Education aims to:

- Provide the knowledge and information to which all pupils are entitled;
- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- Provide the confidence to be participating members of society and to value themselves and others;
- Prepare pupils for puberty and encourage them to take responsibility for their own actions;
- Give them an understanding of reproduction and sexual development;
- Give them an understanding of the importance of health and hygiene;
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and all types of media;
- Respect and care for their bodies;
- Answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- Give them information on where individuals and families can get help and support.

## **Context**

We teach Relationships Education in the context of the school's aims and values framework. Whilst Relationships Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach Relationships Education with the beliefs that:

- Relationships Education should be taught in the context of loving relationships and family life;
- Relationships Education is part of a wider personal, social, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

## **Teaching and Learning including Delivery of the Curriculum**

We teach Relationships Education discretely. However, some relationship aspects are covered through our values curriculum, and some of the biological aspects are covered in Science. The curriculum for Relationships Education at Dame Dorothy Primary maps out lesson objectives for each year group. These themes progress as children move through the school.

We also teach Relationships Education through other subject areas (for example Science and PE) 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 Relationships Education 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.

Since Relationships Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.

## **The Role of Parents**

The school is well aware that the primary role in children's Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's Relationships Education policy and practice;
- Answer any questions that parents may have about the Relationships Education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships Education in the school.

## **The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Relationships Education policy, and that the policy is implemented effectively. It is also the Headteachers responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

## **The Local Governing Body is responsible for:**

- Ensuring all pupils make progress to achieving at least the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

## **Class teachers are responsible for:**

- Delivering the relevant, age-appropriate content from the curriculum mapping.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring that the curriculum they deliver is accurate and without bias, ensuring they do not express personal views or beliefs when delivering the programme.

- Ensuring delivery is in-line with our school's Christian values.
- Modelling positive attitudes towards the curriculum content.
- Responding to any safeguarding concerns in line with the Child Protection and other safeguarding policies.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RHE subject leader to evaluate the quality of provision.

## **The Role of the School and Other Members of the Community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the school's Relationships Education Policy and on the instructions of the Headteacher.

### **Working with external experts**

At times, school will work with external experts in order to enhance parts of the Curriculum e.g. the School Nursing Team. This enables pupils to access high quality education from experienced and trained professionals in their respective fields. In the event of such agencies working with pupils, school will ensure that:

- The appropriate measures are in place to safeguard pupils in line with school's existing policies.
- Teaching delivered by external providers fits with the planned curriculum and is in-line with this policy.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and other safeguarding Policies.

### **Confidentiality**

Confidentiality within the classroom is an important component of RHE and teachers are expected to respect the confidentiality of their pupils as far as is possible. However, staff are reminded that their duty to safeguard pupils supersedes this, and any concerns should be reported to the Designated Safeguarding Lead (or deputy when this person is not available).

### **Answering Difficult Questions**

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Headteacher who can discuss the matter with the parent, or follow other appropriate procedures.

## **Procedures for Withdrawal of Pupils**

We want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive. Our Relationships and Health Education will help to do this. It does not incorporate Sex Education, which is optional at Primary School. Relationships and Health Education are a statutory at primary curriculum and therefore parents do not have the right to withdraw their child from the subject. However, parents with concerns regarding the content of the curriculum should address these with their child's class teacher in the first instance, where we will work with parents to explain what is being taught and the rational for our content

## **Children with SEND**

It is up to the school to make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with additional education needs are properly included in Relationships Education. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEND, especially if the pupil has a very low mental and or emotional age.

## **Monitoring and Evaluating the Policy**

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Relationships Education provision is meeting their needs.

Legal Framework:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

The policy operates in conjunction with the following policies and guidance

- Child Protection
- Child on Child Abuse
- Behaviour Policy
- Anti-Bullying
- SEND
- Intimate Care Policy