



The Richard Pate School

Relationships Education Policy Statement March 2021

1	Introduction
1.1	<p>The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. This statutory obligation extends to independent schools.</p> <p>As Relationships Education is a compulsory subject for primary pupils, parents do not have a right to withdraw their child from these lessons.</p> <p>Relationships Education is all about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.</p> <p>This policy sets out to clarify Relationships teaching and learning at The Richard Pate School. Much of this policy is duplicated in the PSHE Policy and detailed schemes of work are found in PSHE planning.</p> <p>Its aim is to help anyone who is involved in teaching Relationships Education at our school.</p> <p>It seeks to do this by explaining the following:</p> <ul style="list-style-type: none">✓ Who is responsible✓ Aims and objectives✓ How we plan for it and who it is for✓ How we implement these plans✓ What resources are available (scheme and equipment)
1.2	Who is responsible? <p>At The Richard Pate School the PSHE Curriculum Co-ordinators and all other members of the teaching staff have responsibility for ensuring that classroom practice conforms to this policy.</p>

	<p>All our teaching staff play a vital role in helping to ensure that all of our pupils relate well to one another and feel safe and comfortable within the school.</p> <p>The Curriculum Co-ordinators for PSHE and Relationships Education are Miss. K. West and Mrs. S. Wade</p>
<p>1.3</p>	<p>Statement on the Importance of Relationships Education across the curriculum.</p> <p>The Richard Pate School considers that Relationships Education is an integral part of the PSHE curriculum. We aim to offer pupils a carefully planned programme on human development, relationships and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DfE statutory guidance.</p>
<p>2</p>	<p>Aims</p> <p>Our aim is for our pupils to translate what they are taught into positive beliefs, values and attitudes. Relationships Education sits alongside the essential understanding of how to be healthy, and we place mental wellbeing at the centre of our teaching.</p>
<p>3</p>	<p>Objectives</p> <p>By the end of Year 6, pupils should know:</p> <p>1.Families and people who care for me</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy unsafe,

and how to seek help or advice from others if needed.

2. Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

3. Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking.

4. Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

	<ul style="list-style-type: none"> • how information and data is shared and used online. <p>5. Being safe</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
<p>4</p>	<p>The Relationships Curriculum</p> <p>We mainly use resources for PSHE and Citizenship published by Twinkl which have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.</p> <p>We have a wide variety of resources available, including the SEAL programme, to supplement this if needed.</p>
<p>5</p>	<p>Implementation</p>
<p>5.1</p>	<p>Planning</p> <p>Long term and medium planning is based on whole school themes in the Twinkl programme for PSHE.</p> <p>Our Programme of Study is based on three core themes within which there is broad overlap and flexibility:</p> <p style="padding-left: 40px;">Health and Wellbeing Relationships Living in the Wider World.</p>

	<p>Weekly planning is placed in the relevant department's folder in the Teachers' shared area of School Manager.</p> <p>There is flexibility to allow for any themes/ ideas that arise throughout the year as well as special occasions.</p>
5.2	<p>Assessment</p> <p>Assessment is an on-going process brought about by:</p> <ul style="list-style-type: none"> • Observation of children working • Discussion with children • Informal observations <p>A record of children's progress is made in verbal and written reports to parents. (Under class teacher's comments.)</p>
5.3	<p>Provision</p> <p>30 minutes per week or 60 minutes alternate weeks is timetabled for each class from Reception through to Year 6.</p> <p>Through and in other curriculum areas.</p> <p>Through extra- curricular clubs and recreational time.</p> <p>Through school events and activities.</p> <p>During assembly time.</p>
5.4	<p>Key Resources Used</p> <p>PSHE resources can be found in the library, online and classrooms. Not all resources are listed in this document.</p> <p>Twinkl Progression Map, Planning grids, Lesson Plans and Resources</p> <p>SEAL</p> <p>GHLL PinK curriculum</p> <p>GHLL Relationships curriculum</p> <p>Posters</p> <p>DVDs</p> <p>Websites</p> <p>Visiting speakers from the community, e.g. health promotion specialists, community police and fire officers, make a valuable contribution to the PSHE programme. We also have visiting speakers from a variety of charities, including the NSPCC.</p>

5.5	<p>Organisation for PSHE and Relationships Education</p> <p>PSHE is taught in EYFS / KS1 and KS2 in weekly whole class groups. Teaching and learning can happen effectively through circle time, role play and group or class discussions. It is also taught through cross-curricular opportunities and in assemblies.</p>
5.6	<p>Equal Opportunities (see also <i>Equal Opportunities Policy</i>)</p> <p>All children at Richard Pate, regardless of gender, race, circumstances or ability have an equal entitlement to access the PSHE curriculum at an appropriate level. We aim to ensure that PSHE resources are sensitive to the needs of our children.</p> <p>In teaching PSHE to children from multicultural backgrounds, it is essential that we understand different beliefs and cultures and that we make provision for all children in the PSHE curriculum. PSHE is also a valuable means of exploring attitudes towards the roles of women and men.</p> <p>A number of trips are arranged for all year groups. The conduct of these trips will be in compliance with the school's policy on school visits. We also have a number of visiting speakers. We ensure pupils are offered a balanced presentation of views when political issues are brought to their attention.</p>
5.7	<p>Guidelines on Health and Safety (see also <i>Health and Safety Policy</i>)</p> <p>Common sense is the key factor in ensuring safe conditions when children are working. At the same time, there is a need to teach pupils inherent dangers in some activities and the safe procedures which will minimise risk.</p> <p>This will involve particular attention to the following areas in PSHE at Richard Pate:</p> <p>To follow health and safety procedures on school visits.</p>
5.8	<p>Curriculum Co-ordinators Statement for PSHE</p> <p>To continue the development of good practice in PSHE and Relationship Education.</p>

6	Links with other Aspects of the Curriculum
6.1	<p>PSHE and SEND, Learning Support and the More Able</p> <p>PSHE will involve intellectual challenge for both the most and the least able. Teachers will take into full account pupils with an EHC plan and plan accordingly to ensure they derive benefit from their work in PSHE. Where pupils are above or below average in their ability, differentiated tasks, which set individual challenges, need to be given.</p>
6.2	<p>PSHE and children with English as an Additional Language</p> <p>Teachers should take specific action to help pupils who are learning English as an additional language by;</p> <ul style="list-style-type: none"> • developing their spoken and written English • ensuring access to the curriculum by giving extra support
6.3	<p>PSHE and English</p> <p>Pupils should be taught specialist language associated with PSHE</p> <p>PSHE is particularly suitable as a vehicle for developing the key skills of reading and writing, speaking and listening.</p>
6.4	<p>PSHE and ICT</p> <p>Use of the internet could be used to find information. Power point presentations and video clips can be used to help deliver the curriculum. Video cameras / digital cameras could be used to record children's performance to measure their effectiveness.</p>
6.6	PSHE and RE

	<p>RE is a lead contributor to pupils' spiritual, moral and cultural development.</p> <p>RE enables pupils to explore questions about themselves, their relationships and their environment.</p> <p>It can provide a clear focus for pupils to reflect upon the values and beliefs which make them a unique human being.</p> <p>In RE we study different faiths and encourage the children to regard all faiths, races and cultures with respect. Our teaching has a positive aspect, preparing pupils to interact easily with people of different cultures and faiths.</p>
7	Other Aspects
7.1	<p>Use of Additional Adult Support (including TAs)</p> <p>Adult support should be used to support children in accessing the PSHE curriculum where appropriate.</p>
7.2	<p>Home / School Partnership including Homework</p> <p>Homework is not set for PSHE specifically.</p> <p>Parents do give their support to visits, topic days and assemblies.</p>
7.3	<p>Duties of the Curriculum Co-ordinators</p> <p>Curriculum Co-ordinators are responsible for:</p> <ul style="list-style-type: none"> ✓ Taking the lead in promoting PSHE and Relationship Education throughout the school; ✓ Monitoring, ordering and ensuring effective use of resource materials; ✓ Reporting on progress in PSHE through the annual curriculum co-ordinators review form and suggesting priorities for the School. ✓ Maintaining an up-to-date knowledge of issues relating to PSHE by attending training; ✓ Feeding back relevant information to staff; ✓ Supporting other colleagues by sharing their own knowledge and expertise;

	<p>✓ Leading curriculum meetings in PSHE.</p> <p>✓</p>
7.4	<p>Visits and Other Activities</p> <p>Visits can make a valuable contribution to learning in PSHE. All are planned in line with the school's own guidelines for educational visits.</p>
8	<p>Scheme of Work</p>
8.1	<p>EYFS – See separate sheets.</p>
8.2	<p>Key Stage One- See separate sheets.</p>
8.3	<p>Key Stage Two – See separate sheets.</p>
9	<p>Supporting Documents</p> <p>DfE guidance for 'Improving the SMSC Development of Pupils' February 2013. DfE statutory guidance on Relationships Education, Relationships and Sex Education and Health Education July 2020. ISI Standards guidance. The Equality Act 2010.</p>
10	<p>Links with other policies</p> <p>PSHE Teaching and Learning Equal opportunities Safeguarding E-Safety Behaviour Anti-Bullying SEN and Disabilities</p>
11	<p>Review date: March 2022</p> <p>Parents will be kept informed of any changes to our approach to teaching Relationships Education or the content of the curriculum through the RPS Link.</p>