

Date: May 2023
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Responsibility: DAJS PSHE Co-ordinator (CH)



DAME ALLAN'S JUNIOR SCHOOLS

RELATIONSHIPS EDUCATION POLICY

In accordance with Dame Allan's Schools' ethos, we aim to deliver a Relationship education programme to all our young people within a caring and informative framework.

1. Aims of relationship education

Relationship education at Dame Allan's Junior School (DAJS) seeks to contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in society and to prepare pupils for the opportunities, responsibilities and experiences of adult life. Relationship education will be age appropriate, building knowledge and life skills over time in a way that prepares pupils they may face in later life.

We aim:

- To encourage personal and moral responsibility in all forms of behaviour;
- To encourage self-esteem;
- To encourage respect and consideration for others;
- To provide support and information for young people and their parents;
- To focus on different types of relationships, build healthy relationships and how relationships may affect health and wellbeing including mental health.

The aim of this policy is to communicate clearly to governors, staff, parents and pupils the manner in which relationship education will be delivered. We believe it is important to address this area of the curriculum because the teaching will help young people learn to

respect themselves and others and move with confidence from childhood through adolescence into adulthood.

2. Values and beliefs

As well as acquiring knowledge and information, pupils will be encouraged to consider the importance of the following values, which are derived from the Schools' value system:

- Respecting and valuing themselves and others;
- Understanding and sensitivity towards the needs and views of others;
- Maintaining sound moral standards with regards to relationships.
- Responsibility to the Schools, their family and the wider community.

3. Roles and Responsibilities

Governors

The Governors are responsible for the RE policy at Dame Allan's Schools and monitoring its implementation and use.

Principal

It is the responsibility of the Principal and Junior headteacher to ensure that both staff and parents are informed

about our RSE policy, and that the policy is implemented effectively. It is also the Principal's 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 Principal and Junior headteacher ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Principal monitors this policy on a regular basis and reports to the Governors, when requested, on the effectiveness of the policy.

Junior PSHE coordinator and staff

Relationship education is coordinated by the PSHE Co-ordinator and delivered by class teachers through planned aspects within the Science, PSHE, PE and Religious Studies curricula, though moral and ethical issues may be addressed when they arise from apparently unrelated topics. The Schools' Nurse also has a part to play in delivering puberty and relationship education and will abide by this policy.

Staff

- All staff receive safeguarding training and regular updates as set out in the School's safeguarding policy;
- Staff will respond to any disclosures by or concerning a pupil according to the School's safeguarding policy;
- Staff will be kept up to date with guidance and statutory instructions from the

government regarding the Relationships and Sex Education curriculum

In line with the DfE curriculum requirements (2020), all children will be taught the statutory content that schools need to follow thus parents no longer have the right to withdraw their child. For full details outlining the key concepts that are taught see below.

4. Pupil disclosures

Pupils will be made aware that some information cannot be kept confidential and made to understand that if certain disclosures are made certain actions will ensue. At the same time pupils will be offered sensitive and appropriate support. All adults will adhere to the following procedure:

- Disclosure or suspicion of possible abuse – the Schools' child protection procedures (As described in the Schools' Child Protection Policy) will be invoked.

We will allow pupils to raise anonymous questions by having a box in each classroom during the term in which Relationship education is taught as children may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationship education. If a question suggests that a child's safety may be at risk, the matter will be reported to the DAJS Designated Safeguarding Lead in accordance with the Schools' policy on Safeguarding.

4. Safe and effective practice

In all lessons, which address Relationship education issues, the following ground rules will be followed:

- No-one (teacher or pupil) will have to answer a personal question;
- No-one will be forced to take part in a discussion;
- Only the correct names for body parts will be used; and
- Meanings of words will be explained in a sensible and factual way.

5. Content of Relationship education

Relationship education at DAJS is firmly rooted within the scheme of work for PHSE.

Relationship education must be inclusive and relevant and should meet the educational and emotional needs of all pupils. We believe it is important to address relationships education in this age group because children should be able to develop confidence in talking, listening and thinking about feelings and relationships. Reproduction and growing up are presented to children in a sensitive, simple and straightforward way that is appropriate to their age,

needs and understanding. In particular, the school supports pupils' on-going emotional and physical development as they approach the transition to secondary school.

To deliver a comprehensive Relationship education programme in line with legislation and guidance from professional bodies, such as the PSHE Association, relationships education will adopt the following recommendations made in the Department for Education's guidance ['Relationships and Sex Education and Personal, Social, Health and Economic Education'](#).

There are 3 overarching core themes which form the basis of the whole school approach to teaching Relationship education. These are:

1. Families and friendships
2. Safe relationships
3. Respecting ourselves and others

Key Stage 1

Children will know and understand:

- Feelings
- Differences and similarities between people
- "Special people" (family, friends etc.,)
- Recognising privacy and managing secrets
- Different families
- Parts of the body
- That humans and animals have offspring which grow into adults
- Recognising when people are being unkind and who to tell
- Knowing when to say "yes" and "no" to physical contact.

Key Stage 2

Children will know and understand:

- Healthy / unhealthy relationships including friendships
- Different types of relationships & families including the difference between, and the terms associated with, sex, gender identity and sexual orientation (Equalities Act 2010)
- Respecting differences and similarities
- Civil partnerships and marriage and that forcing anyone to marry is a crime
- Birth, marriage, death and the emotions involved
- Managing risky situations
- Appropriate / inappropriate touch
- How to respond to all types of bullying and unkind behaviour
- Physical and emotional changes during puberty
- The process of human reproduction

- The concept of 'keeping something confidential or secret.'

A variety of teaching approaches is used to give pupils relevant information, to enable moral issues to be explored through discussion, role-play, and presentations and to acquire appropriate skills depending on the subject. Extra support and training will be provided to staff that need it in order to be able to deal with the issues arising in PSHE confidently in the classroom. All staff are asked to teach within the Schools' value framework.

A wide range of resources for Relationship education teaching is available to teachers through the coordinator and a range of PSHE association approved resources/websites. All teaching and materials will have regard to the age and cultural background of the pupils concerned.

The Relationship education programme will aim to be both culturally appropriate and inclusive of all children. Young people, whatever their developing sexuality, need to feel that relationship education is relevant to them and sensitive to their needs. Teachers will aim to deal honestly and sensitively with sexual orientation, to answer appropriate questions and offer support. There will be no direct promotion of sexual orientation.

Since Relationship 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 they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

A PSHE curriculum map can be found on the school's website.

5. Monitoring and evaluation.

- a) Relationship education will be monitored by the PSHE co-ordinator, who will liaise with the Head teacher and staff.
- b) The full policy will be made available to all parents through the Schools' website.
- c) This policy will be reviewed regularly.
- d) Although there is no formal examined assessment for these subjects teachers can assess outcomes through written assignments, self evaluations and questionnaires to capture progress.

6. Pupils with SEND

Pupils with SEND will be given the opportunity to fully participate in the Relationship education programme and differentiated content and activities will be provided where necessary, to ensure all children gain a full understanding.

4. Legislation (statutory regulations and guidance)

Under the revised DfE statutory guidance 2018, we are required to teach RE as part of the PSHE and science curriculum. All DfE advisory guidance is also considered when creating the RE curriculum. National priorities as highlighted by the DofE or other relevant bodies (for example Ofsted) will be considered and responded to appropriately.

This RE policy supports the Schools' Anti-Bullying policy, First Aid Policy, Safeguarding Policy, Curriculum policy, Equal Opportunities policy and other policies available on our website and in written format.

Documents that inform the school's RSE policy include:

- [Education Act \(1996\)](#)
- [Learning and Skills Act \(2000\)](#)
- [Education and Inspections Act \(2006\)](#)
- [Equality Act \(2010\)](#)
- [Supplementary Guidance SRE for the 21st century \(2014\)](#)
- [Keeping Children Safe in Education \(2020\)](#)
- [Children and Social Work Act \(2017\)](#)
- [Education Act 2002](#)