

Goldington Green Academy



Relationships Education Policy

Rationale

We believe Relationships Education is important for our pupils and our school because it provides pupils with life-skills that will help them make the right choices and protect them from harmful situations. Relationships Education supports the foundation of the Personal Social and Health Education (PSHE) curriculum and allows pupils to explore human and social diversity.

We believe that the primary responsibility for sex education for pupils of Academy age lies with their parents. Those aspects that are covered in school are included in the National Curriculum science programmes of study and PSHE and Religious Education (RE) Schemes of Work, in accordance with the DfE guidelines.

Definition

Relationships Education is the teaching and learning of emotional, social and physical aspects of growing up, relationships and human sexuality. It gives children essential skills to be able to build and maintain respectful and enjoyable relationships and stay safe both off and online.

Aims

The aims of Relationships Education in our school are for pupils to learn:

- To recognise and value positive relationships
- To respect and value diversity and different families
- That humans develop at different rates
- To prepare pupils for puberty and give them an understanding of the importance of health and hygiene
- To develop personal safety
- Ways in which people learn to live and work together.
- To understand where they can get help and support, including Childline resources.

The school will work towards this aim in partnership with its pupils and parents.

The aim of the Relationships Education policy is to clarify the content and the manner in which Relationships Education is delivered in this school.

Teaching and Learning

Relationships Education includes the teaching of puberty. This will be taught at an age appropriate level, when it occurs in the curriculum. Teachers and pupils will agree ground rules by which the sessions will be taught. Pupil's questions will be answered honestly and frankly, using the correct terminology. Staff are advised to seek advice from colleagues

and parents if they are in doubt as to how to respond to an issue. Staff are aware of the sensitive nature of such topics and respect the different cultures within our community. In Conifer Class, Specialist Autism Unit, personalised programmes will be taught by the Lead teachers in response to individual pupils needs.

What is taught

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

(DfE, 2019)

Pupils in Year 5 will also learn about puberty.

For more detail see termly curriculum overviews and medium term planning.

Organisation

- **Delivery**
Relationships Education is not taught in isolation, but within other curriculum areas such as: Science, PSHE and RE. It will be delivered primarily within weekly PSHE sessions within classrooms.
- **Resources**
Teacher will be provided with access to online resources provided by 1Decision. 1Decision resources will be used across the school to encourage pupils to make informed decisions, using familiar situations within videos to support them. Teachers will also use the NSPCC PANTS rule resources to inform children of the rules regarding privacy and good and bad touch. These resources will be used appropriately according to the age of the children being taught.
- **Teaching Approaches**
A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the medium-term planning.
- **Staffing**
Training for staff will be implemented to ensure that they feel comfortable and confident about teaching the Relationships Education. Staff will be encouraged to seek advice and support where it is needed.

Safeguarding

This will include: -

- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality

- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, following the school's Child Protection Procedure
- Using ground rules and showing values in lessons.

Parental Partnership

Goldington Green Academy works in partnership with parents and through its shared values and openness will keep parents informed of PSHE content in advance via curriculum overviews.

Parent consultation evenings will take place to ensure parents understand the new curriculum and any questions can be discussed and answered. In line with these meetings all relevant resources and information will be shared on the school website.

Current regulations and guidance from the Department for Education (DfE, 2019) state that from September 2020 parents do not have the right to withdraw children from statutory Relationships Education. This is so that all children receive the same content.

Equal opportunities

At Goldington Green Academy we ensure that all pupils, regardless of ethnicity, gender or special need have an opportunity to fully access the curriculum, reach their full potential and achieve success

All forms of sex discrimination are not tolerated within the school and inappropriate language will always be challenged.

With regards to the statutory Relationships Education, Goldington Green Academy want to ensure that all children foster an acceptance of all no matter the differences that they may perceive (Equality Act, 2010).

Safeguarding Children

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children. We also recognise our responsibility to uphold a safeguarding ethos. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

Monitoring and Evaluation

- Relationships Education will be monitored by the PSHE curriculum leaders.

Links to Other Policies

PSHE

Equal Opportunities

Equality

Safeguarding
Child Protection
Anti-bullying

These can be found on the school website.

J Harrison 2020

This policy will be reviewed every four years by the Curriculum Committee.

Next review due 2024.