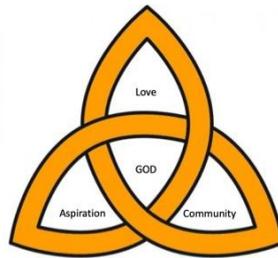


Relationships Education Policy

VISION

'Love learning, love one another, love God.'



Pupils' Voice

"It's important to know how your body changes, it happens to everyone."

"And I don't understand why everyone giggles when we talk about it."

Policy drafted by: Verity Da Costa

Reviewed by:

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Holy Trinity CE Primary School is a voluntary aided Church of England school for nursery, infant and junior children. It draws from the local community and has close links with Holy Trinity Church in Sheen Park, from which it takes its name. Its strong Christian foundation is expressed through worship, teaching and community.

Children come to Holy Trinity from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

Policy Development and structure

This policy covers our school approach to Relationships Education It was produced by the PSHE lead and will be reviewed, edited and developed by the governors, staff and parents of Holy Trinity Primary school. Our policy aims to meet the needs of pupils and parents and reflect the community we serve. The involvement of parents in forming our policy is vital. **Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships (p15 RSE Statutory Guidance 2019).** Meetings were undertaken with parents and members of our school community, informing them of changes to Relationships Education and hearing any concerns. The main concern from parents was knowing what is going to be taught and when.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education and health education (RSHE)

Defining Relationships Education

The statutory guidance states that the focus in primary school for teaching Relationships Education should be on 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. (p19 RSE Statutory Guidance 2019)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools. (p23 RSE Statutory Guidance 2019). This policy will also aim to detail how and what is taught in regard to Sex education as well as Relationships Education at Holy Trinity. It is important to note that teaching Sex education will be taught to specific year groups in the context of relationships education. Relationships education is

taught from Reception to year 6. It is based on a spiral curriculum which is age appropriate and builds in knowledge and information with each passing year.

Equality

Under the provisions of the Equality Act (2010), schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). (p13 RSE Statutory Guidance 2019)

The school's equal opportunity policy applies to RSE. Where appropriate, teaching materials, general resources and activities should reflect the cultural and ethnic diversity of British society and deflect bias of any kind. We endeavor to avoid stereotyping, in terms of race, gender, ethnicity, sexual orientation and disability. Pupils' religious beliefs will be respected. Parents are always welcome to discuss these issues with a member of staff.

From Valuing All God's Children 2019

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

How is Relationships Education taught at Holy Trinity?

Relationships Education will be taught as part of the PSHE curriculum and during the hourly time allocated for PSHE. Holy Trinity School will use the Jigsaw Scheme of work to do this. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. Class teachers will deliver the weekly lessons to their pupils. There may also be assemblies and whole school activities and projects to complement the teaching.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: "Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world." (Page 34)

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Right to be excused

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Holy Trinity School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by a letter from your child's class teacher a half term before the lessons are being taught.

Values underpinning the teaching of RSE at Holy Trinity

All people are created equally and loved equally by God.

“Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.” (SIAMS Evaluation Schedule: 2018)

Children's faith or non faith viewpoint will be respected.

The Christian view point regarding marriage and relationships will be taught alongside other view points.

“For Church schools, RSE is not just about the emotional social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.” (Church of England response to the call for evidence on RSE)

There may be aspects on which may agree or disagree but the common view is that all people are viewed and treated as equals.

“In any Church of England school classroom, it is likely that not all will agree on issues to do with human sexuality, marriage and gender identity. However there needs to be a fruitful loving commitment to remain in relationship with each other and honour the dignity of their humanity.” (Valuing All God's Children, Church of England p. 11)

Specific issues statements

Sensitive and controversial issues are bound to arise when delivering the Relationships curriculum. Sensitive and informed teaching in this area of the curriculum will enable and empower children to address these issues in a balanced way and in a safe environment.

Clear parameters of what is and what is not appropriate should be established within the ground rules. If a teacher does not know the answer to a question this should be acknowledged. If a question is too explicit, is age inappropriate for the pupil or the whole class or raises concerns about

sexual abuse then it should be acknowledged with a promise to attend to it later on an individual basis, if appropriate to do so. If a question is asked that alerts staff that a pupil may be at risk of sexual abuse school child protection procedures should be followed.

See appendix for Confidentiality policy and Child Protection Policy

Children's questions will be responded to in one of three ways

- 1) If a question relates directly to the curriculum for that year group it will be answered there and then
- 2) If the question relates to the curriculum BUT not to that particular year group the child will be taken aside and answered in a one to one basis
- 3) If the question is NOT covered by the curriculum at all parental permission may be sought before the pupil is answered

When outside speakers, visitors, students and parents come into school we will inform them of our Relationships and Sex Education policy.

Resources and use of materials

The resources and materials used to assist teachers will be selected on the basis of suitability, compliance with the school's Equal Opportunities Policy and other policy documents.

Inappropriate images and explicit materials not directly related to explanation will not be used.

Age and cultural background should be regarded in relation to images used.

Pupils must be safeguarded from unacceptable images on the Internet.

Teaching Relationships Education

Relationships Education will be taught mainly by class teachers as part of the PSHE curriculum. Additionally, outside speakers with specific interest or skills such as the School Nurse may be invited to support the programme.

Teaching methods will include:

- Circle Time
- Discussion
- Investigative and creative research
- Pedagogical sessions
- Reading
- Role play and drama

- Workshops

Relationships Education at Key Stages 1 and 2 will be taught mainly as part of the PSHE programme with cross curricular links running through Science, R.E. and P.E.

In Years 4/5/6 when specific teaching is given about puberty, menstruation and reproduction, there will be:

- opportunity for single sex teaching and discussion.
- consultation with parents about details relating to content and resources used before lessons are taught.

Teaching children with Special Educational Needs and Disabilities

Class teachers and learning support assistants will be responsible for knowing the needs of the learners in their class and how to adapt the resources and teaching points to children with SEND. Please also see the SEND policy at Holy Trinity.

Right to be excused (formally known as the right to withdraw)

Confidentiality

Staff should not freely disclose any information about a child or their family to other staff members, parents or pupils. Where issues of Health and Safety, Child Protection or management issues (i.e. going away on holiday etc.) are involved the staff member holding the information should disclose it only to the Head teacher who will make the decision on a need to know basis of who to tell. When a parent discloses personal information of any kind their permission or informed consent should be sought before passing this on. Consent is not necessary in cases where Child Protection or Health issues are involved but this should be made clear to the parent at the time of disclosure. When a pupil discloses information about themselves or their family this should also be treated as confidential unless there are grounds to believe that the child's health, well-being or safety may be compromised by not telling. Pupils should be made aware that teachers cannot guarantee complete confidentiality but that they will know first if it is to be broken. Pupils should be informed of sources of confidential advice. The Head teacher will again be the person informed who will decide how to proceed.

Monitoring and Evaluating

Governors, teaching staff and Parents and carers will be consulted on a regular basis to help inform the policy.

Supporting documents

- ✓ Behaviour Policy
- ✓ Child Protection Policy
- ✓ Health and Safety Policy
- ✓ SRE for the 21st Century. (2014) Supplementary Guidance produced by PSHE association et. Al.
- ✓ A Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). *Church of England education office November 2019*
- ✓ Relationships Education, Relationships and Sex education (RSE) and health education. Statutory guidance for schools (2019)
- ✓ Jigsaw Mapping Document