



BROADWAY JUNIOR SCHOOL
Relationships Education Policy

September 2022

Review Date: September 2023

Relationships Education Policy

As outlined by the DfE, today's children and young people are growing up in an increasingly complex world, on and offline. They need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. Relationships Education is compulsory in all primary schools and at Broadway, will be taught primarily through our PSHE curriculum, sensitively and inclusively. The content of the curriculum will be accessible to all pupils, including those with SEND. Relationships Education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons.

Aims

The aims of Relationship Education at our school are to:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Definition

Relationships Education is defined as the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity. Relationships Education involves a combination of sharing information and exploring issues and values. It is **not** about the promotion of sexual activity.

In addition, we believe comprehensive Relationship Education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe.

Delivery

Relationships Education is embedded within the PSHE curriculum. Sex education is not compulsory in primary schools, but biological aspects will be taught within the science curriculum.

At Broadway, every class has a PSHE lesson once a week led by the class teacher (with additional sessions/assemblies/theme days throughout the year) and we hold wellbeing at the centre of all we do. We use the PSHE Association guidance and advice which incorporates elements of Relationships Education across Key Stage 2, as well as using resources from Public Health England, Mentally Healthy Schools etc. (The school's PSHE

outline is available on our website.) We aim to go above and beyond statutory framework to ensure our children are skilled and equipped to deal with life after Broadway.

We ensure that PSHE and Relationships Education is taught weekly. We ensure that cross curricular links are made where possible i.e. through ICT (e-safety), RE and Science.

High quality Relationships Education helps create a safe school community in which pupils can grow, learn, and develop positive, healthy behaviour for life. As they begin to develop into young adults, they will learn how to make confident and informed choices about their health (both physical and mental) and environment, to take more responsibility for their own learning; and to resist bullying. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life.

Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the curriculum. Whilst many aspects of Relationships Education are taught throughout the year, some specific age related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child. Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Staff are aware that views around Relationships Education related issues are varied. However, while personal views are respected, all Relationships Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion. Both formal and informal questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering

questions and if necessary will deal with questions on an individual basis after the lesson. Teachers are aware that effective Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed in this instance. Relationships Education plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

Assessment

A record of children's progress and books of work are kept to provide evidence for reports to parents that include their child's awareness, exercise of responsibility and contribution to the life of school.

The two broad areas for assessment are:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships.

Responsibilities

The PSHE/RE Co-ordinator and Headteacher are responsible for:

- Monitoring the teaching and learning of Relationships Education and to ensure that children know more, remember more and understand more about related issues.
- Monitoring and observing pupils' learning with reference to: Knowledge and understanding gained, Skills learnt and developed, Attitudes and values explored and Responses offered by pupils.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending regular courses and providing staff with appropriate feedback.

Staff are responsible for:

- Delivering Relationships Education in a sensitive way.
- Modelling positive attitudes to Relationships Education.
- Monitoring progress.
- Responding to the needs of individual pupils.

Mrs G Robinson

Signed:

A handwritten signature in grey ink that reads "C. Johnson". The letters are cursive and somewhat light.

Mrs C Johnson, Headteacher

A handwritten signature in black ink that reads "V. Walton". The signature is more fluid and cursive than the one above.

Mrs V Walton, Chair of Governors