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Relationships Education (RE) Policy

Ark Priory Primary Academy

Date of Policy 18th March 2019

Review Date: July 2020

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1. Rationale

The following policy refers to Relationships Education at **Ark Priory Primary Academy, we define Relationships Education as learning about the emotional, social and physical aspects of growing up, relationships, human sexuality and sexual health.**

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

Relationships Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self worth whilst recognising, accepting and respecting differences.

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states that in an outstanding school:

"Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation".

The 2015 Ofsted framework states that in an outstanding school 'Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.'

The delivery of an age-appropriate and well taught RE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

Aspects of RE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Moral and Values Framework

The Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationships Education Policy will be complimentary with the Religious Education Policy of our school.

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2. How our policy was formulated

Our RE policy has been formulated in consultation with pupils, parents, staff and governors. The RE policy is linked to the PSHE scheme of work provided by our local authority and reflects our school community.

Our safeguarding governor leads on PSHE/Healthy Schools/RE related issues. They were signposted to 'Relationships Education: support for school governors' factsheet http://www.sexeducationforum.org.uk/media/2564/sre_and_school_governors.pdf

Teacher and member of SLT Shannaz Rabbani leads on PSHE/Healthy Schools/RE related issues. They referred to SRE Guidance 2000 as well as SRE for 21st Century in reviewing this policy and Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers February 2019.

3. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of RE.

Objectives for pupils are to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Be able to name parts of their body and describe how their bodies work;
- Be prepared for puberty.
- Understand the basic changes that happen during puberty
- Understand how to keep their bodies healthy and clean
- Understand how to keep themselves and their bodies safe

Teaching staff to be confident:

- In planning, delivering and assessing RE
- In answering parents' questions and dealing with sensitive issues
- In supporting children to understand how to keep themselves safe
- In answering challenging questions from pupils

4. Equal Opportunities

The school is committed to the provision of RE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

Ark Priory Primary Academy believes that RE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organising of teaching strategies will be consistently reviewed to ensure that no pupil is at a disadvantage. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

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Preparation for puberty:

- The timing of the RE programme takes into consideration the specific needs of individual/groups of children and uses the developmentally appropriate timeframes within the Ealing PSHE Scheme of Work.

Support for boys & girls:

- The school will teach certain topics related to puberty in same gender classes.

SEN:

- The school works in partnership with parents and carers to ensure that the needs of children with special educational needs, physical disabilities and learning difficulties met and appropriate methods of teaching are provided.

Provision for pupils who are looked after:

- The school will work in partnership with carers and other professionals (e.g. social workers, outside agencies) and will ensure that pupils are referred to special support if required.

5. Delivery of RE: Content, curriculum, vocabulary

Content of RE in the curriculum

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states:

“The imaginative and stimulating PSHE education curriculum is skilfully designed, taking into account local health and social data and the full range of pupils’ needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils’ learning across all key stages.

The programme is explicit, comprehensive and coherent and the statutory elements of Relationships and Sex education (RE) are fully met”.

The Legal Requirements of Sex Education Provision are covered in the National Curriculum Science. These areas are statutory and can be found in Appendix 1.

- RE will appear in the curriculum through the Ealing PSHE Scheme of Work which incorporates RE.
- RE is embedded within a comprehensive PSHE curriculum, and is cross-curricular i.e. ICT (e-safety), RE, Science, Citizenship

The content of the one-hour weekly lessons over the course of a half term was decided upon after the consultation process, which involved Ealing Health Improvement Team, staff, governors and the school health adviser using the OFSTED Sex & Relationship Guidance (2002) as a basis for discussion. These lessons cover a balance of knowledge, understanding, exploring values and attitudes. The physical biological changes are taught within the National compulsory Science Curriculum and the emotional changes, relationships, keeping safe are taught within the PSHE curriculum.

Organisation of RE:

- RE is co-ordinated holistically across the school and is not delivered in isolation. It is firmly embedded in all curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health Education (PSHE) and Citizenship. This includes lessons on how to keep themselves safe both in the physical world and in the online world, how to keep their bodies’ safe and what to do if they are worried about any changes to their body.

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Year	Ealing Scheme of Work
Reception	Live long, live strong <ul style="list-style-type: none"> - Keeping Clean - Routines and patterns - Families and care
1	Live long, live strong <ul style="list-style-type: none"> - Keeping clean - Growing and changing - Families and care - Family differences
2	Growing and changing <ul style="list-style-type: none"> - Stereotypes - Personal boundaries - Differences boys and girls - Differences male and female - Stages of the human lifecycle - Family differences - Where to get help and care
3	Live long, live strong <ul style="list-style-type: none"> - Differences male and female - Personal boundaries - Family differences - Where to get help and support - Good friendships
4	Growing and changing <ul style="list-style-type: none"> - Differences male and female - Where to get help and support - RE what is puberty? - Good friendships
5	Live long, live strong <ul style="list-style-type: none"> - Emotional changes during puberty - Physical changes during puberty - RE puberty and hygiene - What makes a family - Where to get help and support
6	Growing and changing <ul style="list-style-type: none"> - Puberty and changes in the body - What makes a family - Where to get help and support - Positive and negative ways to communicate in a relationship - Healthy relationships - Transition and moving on

Vocabulary covered

Year group	Vocabulary
Reception	<ul style="list-style-type: none"> - Routine - Clean - Healthy - Washing

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	<ul style="list-style-type: none">- Family- Help- Support
Year 1	<ul style="list-style-type: none">- Clean- Hygiene- Healthy- Family- Grown- Changed
Year 2	<ul style="list-style-type: none">- Different- Similar- Penis- Vagina- Stereotype- Private- Boundaries- Girl- Boy- Male- Female- Baby- Adult- Toddler- Child- Elder
Year 3	<ul style="list-style-type: none">- Differences- Personal space- Personal boundaries- Good friendships- Peer pressure- Unhealthy friendships
Year 4	<ul style="list-style-type: none">- Body change- Puberty- Testicles- Nipple- Pubic hair- Breast- Menstruation- Period- Fallopian tube- Womb- Egg (ovum)- Sanitary products
Year 5	<ul style="list-style-type: none">- Physical changes- Emotional changes- Body changes- Voice deepens

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	- Body hair
Year 6	- Relationship - Positive and negative relationship - Personal information - Communication

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to children in the library.

Information about sensitive issues e.g. female genital mutilation (FGM), online safety, sexting and radicalisation/ extremism

At the heart of effective, age appropriate RE is the teaching about healthy relationships, boundaries, inappropriate behaviour and touch, consent and risk minimisation, so that pupils leave school resilient to factors that lead to unhealthy relationships and situations. This is in line with recommendations made in the 2014 'Relationships and Sex for the 21st Century; Supplementary Advice to the Relationships and Sex Guidance DfEE' (SEF/ Brook)

- The knowledge level of pupils regarding sensitive issues will be assessed before such lessons are delivered through 1-5 scale questionnaires.

6. Staff and external visitors

- RE is overseen by the PSHE and Pastoral lead and delivered by the class teachers.
- Class teachers and TA's will have access to courses and INSET opportunities to assist staff involved in the delivery of RE.
- Year group teachers will complete staff RE questionnaires and attend workshops provided by Ealing Health Improvement Team to ensure that staff are confident in delivering sessions. E.g. training, staff RE questionnaire (Appendix 2)

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RE. To support teachers and signpost them to appropriate resources, they will be signposted to training and RE INSET offered by the Ealing Health Improvement Team.

Questionnaires about the delivery of RE is given to staff before the RE lesson, and used as a baseline to assess their level of confidence and the support that they require. Staff complete the questionnaire again at the end of term/ the academic year to assess changes.

RE is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- During circle time activities with an emphasis on being safe, raising self-esteem etc.
- By external agencies helping us to deliver RE in our school include:
e.g. The School Health Advisor, NSPCC, Local Community Police Team

Visitors Policy

Visitors Policy:

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- Visitors are invited to the school because of a particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RE policy and work within it
- All visitors are familiar with and understand the school's confidentiality policy and work within it
- All input to RE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- The school will continue to liaise with the local secondary schools to ensure that the programme for RE is continuous at KS3.

7. Assessment & Evaluation of Learning and Teaching

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states in an outstanding school:

"The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well-informed by current best practice"

Assessment of RE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

Assessment is also done using various methods:

- Short questionnaires for parents/carers to return.
- Asking children about the timing of the RE – (was it early enough?)
- Peer assessment
- Self assessment
- Teachers delivering RE should constantly evaluate their lessons to inform future planning.

8. Specific Issues within RE: Confidentiality, withdrawals, child protection, difficult questions

Confidentiality and Child Protection (Appendix 3)

Ground rules will be set at the start of every lesson to ensure that pupils are reassured that their best interests will be maintained.

Pupils are encouraged to talk to their parents/carers about the topics covered and will encouraged to do so through the information provided via newsletters and activities to completed together outside of school.

In line with the schools child protection and safeguarding policy teachers cannot offer unconditional confidentiality and will provide appropriate support and follow child protection procedures as well as sign post pupil to support services.

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In the rare occasion when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused this will be viewed as a child protection issue. Our designated safeguarding lead will deal with these incidents.

With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

Staff will also be referred to the:

- HM Government's 2006 document on 'What to do if you're worried a child is being abused':
<https://www.education.gov.uk/publications/eOrderingDownload/6840-DfES-IFChildAbuse.pdf>
- DfE's 2014 document on 'Keeping children safe in education'- statutory guidance for schools and colleges
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf
- Working together to safeguard children 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states in an outstanding school:

"Teachers are confident and skilled in discussing sensitive and/or controversial issues".

Teaching methods take into account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups.

Teachers will receive up to date support and training in answering questions that are better not dealt with in front of a whole class (DfES RE Guidance, 2000).

Staff are aware that views around RE related issues are varied. However, while personal views are respected, all RE 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 RE 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 Child Protection Lead if they are concerned.

The following are protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is the parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their RE

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9. Partnership with Parents:

The school views parents as partners in the delivery of RE.

Parents will be informed about the Relationships and Sex education programme at the start of the each term as part of information provided on what their children will be learning.

The school will liaise with parents through (delete as appropriate):

- RE workshops
- Newsletters
- School website
- Letter

The school encourages parents to voice their concerns about RE with their child's teacher and will be invited to view materials.

Parents wishing for further support with talking to their child about RE issues can contact the school.

This policy will be available on the school website for parents.

Parents will be signposted to:

Sex Education Forum's 'Talk to your child about relationships & sex: support for parents' factsheet 31(2003):

<http://www.sexeducationforum.org.uk/media/6360/talk-to-your-children.pdf>

The PSHE Association's resources for parents:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/our-pshe-education-guidance-parents>

Child Withdrawal

Parents cannot withdraw their children from RE or the RSE aspects taught within the National Science Curriculum. The national Science Curriculum contains all physical changes of puberty; children cannot be withdrawn from Science lessons. PSHE lessons explain healthy relationships, keeping safe and emotional changes of puberty.

In the unlikely event that the concern cannot be dealt with, the Governors and then the Local Authority will be contacted.

Dissemination

Daniela Grasso and Shannaz Rabbani will:

- Disseminate a copy of the RE policy to all staff members, governors and PTA committee members
- Provide regular training to staff on the policy content
- Ensure that there are copies of the RE policy are available from the school office and the school website for parents to access on request.

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- Include a short summary of the policy in the school prospectus.

The PSHE/RE co-ordinator will facilitate the gathering of policy feedback from parents, staff and pupils every two years.

Signatures:

.....
Headteacher

.....
Governor

.....
Pastoral Lead

Appendix 1: Statutory Provision of RSE under Science Curriculum

Key Stage 1 (age 5-7years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

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'The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Taken from the National Science Curriculum last updated in 2015.

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Relationships Education (RE) Staff Questionnaire

Relationships Education (RE) is learning about the emotional, social and physical aspects of growing up, relationships, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their sexual health and well-being.

Please complete this questionnaire as honestly as you can. Your honesty will really help me to assess how you are doing as a school and identify the areas that may need development. It will also help us target our support more efficiently.

You don't need to write your name on the forms, so the answers will be anonymous.

How often do you teach planned RE lessons?	Once a week	Once every two weeks	1-2 times a term	Rarely
How often do you carry out 'spontaneous' RE to respond to issues that arise in the class or school environment?	Once a week	Once every two weeks	1-2 times a term	Rarely
If you are not teaching much RE, what causes this?	Lack of time to plan?	Lack of time to teach it?	Unsure of how to teach it?	Other (please specify)
How important do you think it is to teach RE?	Very	Quite	Not very	Not at all

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Do you feel confident teaching RE?	Very	Quite	Not very	Not at all
Have you noticed a positive impact on children's behaviour and learning as a result of RE lessons?	A lot	Some	Not much	Not at all
What subjects and topics have you taught in the last term that had a link to RE? (please specify)				
What do you view to be the main benefits of teaching RE to the young people across the school?				
What areas of RE have you become more confident in during the last year?				
What areas of RE would you like more support with?				
Any other comments/ questions:				

→ Please circle/ highlight the answer that best answers the question. Some questions will require a written

APPENDIX 3:



CONFIDENTIALITY
Information for All Key Stages

What is Confidentiality and why is it Important?

As part of the accreditation process for gaining Healthy Schools Status, all schools are required to have a Confidentiality Policy. But what does this involve for schools in Ealing?

The way in which the issue of confidentiality is handled within a school will be seen by staff, pupils and parents as an indicator of respect for and value given to the needs and wishes of each individual.

Confidentiality can mean very different things to different people, for example:

- For Teachers and Health Professionals it can be a legal or professional issue
- For Young People it can be about trust and respect

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Teachers and Health Professionals may be mainly concerned about disclosure of abusive or illegal situations; pupils may be more concerned about information that is private to them, which they are worried about sharing (Brook, 2001).

Where can confidentiality in schools become an issue?

- PSHE Education
- Relationships Education
- One to one discussions with pupils
- Disclosures by pupils
- School advice and support services
- Visiting health professionals
- Policy development

Therefore it is vital that everyone working within a school is clear about the boundaries of their legal and professional roles and responsibilities so that they can all work together to ensure the best interests of the pupils.

Fear over lack of confidentiality remains one of the biggest deterrents to young people seeking help. Children and young people want to be able to speak in confidence about their anxieties and troubles. This is borne out by research where 40% of young respondents said that it is important that the person that they speak to about their worries will keep their word not to tell anyone. They also want to be listened to (66%), believed (49%), and feel that the other person would know how to sort things out (44%) (NSPCC, 2004). Children often tell a friend first about any problems they are experiencing, including abuse, but often their friends do not know how to help them.

Of course, where child protection concerns are an issue, then no professional is able to offer absolute confidentiality. However there are many situations a pupil may find themselves in where child protection is not a concern and this is exactly why pupils need to know that when they have a problem or something they want to discuss in confidence there are people they can go to who they can trust. They also need the skills and confidence to identify situations where they need advice or help and to be able to access it (Brook, 2001).

So, who needs to be concerned about confidentiality?

Pupils:

Pupils need to know who they can go to for help, who they can trust and that, within the boundaries defined by the schools code, their confidences will be respected.

Parents:

Parents need to know that the school will always have the best interests of the children as their priority, that it will help children to involve parents as much as possible, and that it will respect the parenting relationship and the culture and beliefs of families.

Teachers and other school staff:

Teachers and other staff need to be clear about the boundaries of their legal and professional responsibilities to pupils. This will allow them to maintain an ethos of confidentiality and mutual respect in the school and classroom. This is especially critical nowadays as schools take on new roles within schools health and Relationships and Sex education programmes.

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Governors:

Governors need to be seen to work in a way that protects the confidentiality of pupils and staff and reinforces respect for privacy throughout the school. They also need to be able to address the issue of confidentiality when developing policies such as the schools RE policy.

Health Education:

Health professionals will need to know when to apply their professional obligation of confidentiality and when they are bound by school policy.

(Brook, 2001)

References:

Confidentiality in Schools' by Sheila White (Brook, 2001)
NSPCC, Someone to turn to, 2004