ENDEAVOUR ACADEMIES
POLICIES

INSPIRING FUTURES

PRIMARY SCHOOL ARCHIBALD

RELATIONSHIPS EDUCATION POLICY

Macmillan Academy Post 16 Macmillan Academy PRIMARY SCHOOL ARCHIBALD

Policy Details

Policy title	Relationships Policy
Staff name and job title	Catherine Stonebanks - Health and Wellbeing Leader
Organisation:	Archibald Primary School
Policy version number:	3
Approved by Headteacher:	September 2024
Date of next review:	September 2027
Distribution:	Website

POLICY REVISION AND APPROVAL HISTORY

Version	Date of Review	Date of Next Review	Comments	Approved by
1	September 2022	September 2023	Annual update	Headteacher
2	September 2023	September 2024	Annual update	Headteacher
3	September 2024	September 2027	3-yearly review/ update	Headteacher

Contents

1. Introduction
Error! Bookmark not defined.
2. Intent 4
3. Statutory requirement 5
4. Policy development 5
5. Definition 6
6. Curriculum 6
Approaches to Teaching and Learning 7
7. Delivery of RSE 7
Teaching and Learning Strategies and Resources 8
Working with external agencies 8
Pupils with special educational needs and disabilities (SEND) 10
10. Roles and responsibilities 11
11. Parents' right to withdraw 14
12. Monitoring and Evaluation 14
Appendix 1: By the end of primary school pupils should know 16

This policy has been developed in line with the following documentation:

"DfE Guidance on Sex and Relationship Education" July 2000

Sex and Relationship Education Guidance

1. Introduction

Endeavour Academies' is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

2. Intent

Our school's overarching aims and objectives of Relationships Education (RSE) for our pupils is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families. It should enable them to look at makes a good friend and teach them about respectful relationships giving them the information they need to help them to develop healthy, nurturing relationships.

- 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To believe they can achieve goals and that in order to achieve those goals they must remain resilient despite the challenges they may face;
- To provide the confidence to be participating members of society and to value themselves and others;
- To recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies.

This is to help and support young people through their physical, emotional, social and moral development. This policy, embedded within P.S.H.E. will help young people learn to respect themselves and others, and move with confidence from childhood through adolescence into adulthood. R.S.E. is enhanced by our supportive school method, where all are valued and encouraged,

positive relationships are seen as important and there is a safe and secure school environment, which is conducive to learning. (Nurturing Programme and SEAL)

Archibald Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

3. Statutory requirement

As a Primary Academy School, we must provide Relationships Education to all pupils as per section 34 and 35 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

The regulations also make Health Education compulsory in academies.

At Archibald Primary School we teach RSE as set out in this policy.

This policy was developed in response to:

- Statutory guidance on RSE and health education
- Keeping children safe in education: for schools and colleges
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The Health and Wellbeing Leader was responsible for writing the Relationships Education policy.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend Consultation meetings about the policy

4. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Definition

Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Sex and Relationship Education Guidance, DfEE (now Department for Education/DfE) 2000 It is about teaching the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. It teaches them that they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

6. Curriculum

Relationships Education will reflect the values of the **Personal, Social, Health and Emotional (PSHE) and Citizenship** programme. RSE will be taught in the context of relationships. In RSE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. We encourage the children to ask for help if they need it.

While we carry out the main relationship and sex education teaching in our personal, social and health education (PSHE) curriculum, we may also teach some relationship and sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

R.S.E. is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

It has 3 main elements:

- Attitudes and values
- Personal and social skills and emotional literacy
- Knowledge and understanding.

Approaches to Teaching and Learning

Relationships Education will be taught by the class teacher as part of the PSHE Scheme of Work. Each year has a PSHE Scheme of work overview which is reviewed and updated regularly. In some year groups, the delivery of RSE will be supported by visitors including the school nurse and external agencies.

Our school can help young people to develop confidence in talking, listening and thinking about Relationships Education. A number of teaching strategies help this, including:

- Establishing ground rules with pupils
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection
- To facilitate pupils learning in R.S.E.
- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of all pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge
- Time is given for pupils to reflect and consolidate their learning
- Pupils are encouraged to take responsibility for their own learning.
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met
- External agencies may be planned to support in the delivery of RSE in upper KS2.
- All parents will be notified by letter prior to any planned Relationships Education lessons or discussions. The resources that are used in each year group will be available for parents to view.

7. Delivery of RSE

The Trust acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society. RSE will be set in the context of a wider whole-school approach to supporting pupils to be

safe, happy and prepared for the next stage of their education. It will support them to become respectful and responsible citizens who make a positive contribution to society and have an understanding of the British Values. Through our curriculum we want our pupils to become confident individuals who are able to live safe, healthy and fulfilling lives are successful learners who enjoy learning, make progress and achieve.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the Learning Contexts and Religious Education (RE).

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.

Teaching and Learning Strategies and Resources

The Lucinda and Godfrey resource is a Relationship whole school scheme of work. It is based on two characters, Lucinda and Godfrey, who begin nursery school together. The scheme follows the characters through their primary school years growing and changing with them. Teachers deliver Lucinda and Godfrey as part of an ongoing PSHE scheme of work which covers PSHE (*The Nurturing Programme*), Financial Capability, CHIPS and JUST.

Our RSE programme will be delivered using the Lucinda and Godfrey resources.

- Foundation Stage – Introduction to Lucinda and Godfrey
- Year 1 - 1st day at School
- Year 2 – The Smell Monster
- Year 3 – The Birthday Party
- Year 4 – Telling Someone
- Year 5 – Growing and Changing.

In KS1, the scheme includes laying the foundations of understanding about growth and change and respect for one another. In KS2, pupils are prepared for the changes of puberty.

Working with external agencies

Working with external partners will enhance the delivery of RSE and will support Academies to bring in specialist knowledge and implement different ways of engaging with young people. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the

school nurse and other health professionals, give us valuable support with our relationships programme.

There is a school protocol for involving outside visitors. Any person in an official capacity will have their credentials checked. Schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Visitors will discuss their role and subject matter to be delivered beforehand and this will be agreed before the visit. Our school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

8. Safeguarding, reports of abuse and confidentiality

Keeping our children safe is at the heart of RSE. There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Teachers need to be aware that effective Relationship Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to discussing potentially sensitive issues or the disclosure of a child protection issue. The staff member will inform the Designated Child Protection Lead or Deputy Designated Safeguarding Lead in line with the LEA procedures for child protection who will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any particular local issues it may be appropriate to address in lessons.

All staff are aware of what to do if a child discloses to them that they are being abused or neglected in line with the document Keeping Children Safe in Education (KCSIE). Staff receive regular safeguarding updates. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child confidentiality if concerns exist and that they will not tell anyone about a report of abuse, as this is not in the best interests of the child. The incident will be recorded on CPOMS.

Safe learning environments have been established and pupils may ask questions. Teachers will answer their questions and queries although it may be necessary on occasions for the teacher to consult the Senior Leadership Team to compose an appropriate answer before they provide the child with an answer.

We have developed the curriculum in consultation with pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Inclusion, Equality and Diversity

All pupils, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all. We believe that all children have the right to have sensible questions answered honestly.

We also realise that any inappropriate sexual behaviour must be dealt with swiftly, with referral to the Class Teacher or Mentors if necessary and that the boys and girls may need to speak to a teacher in confidence regarding for example – a girl beginning her periods.

There is a great need for sensitivity in the approach to RSE. Considerations will be made for:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of children and young people
- homophobic/transphobic bullying and behaviour
- children's age and physical and emotional maturity
- pupils who are new to English.

Pupils with special educational needs and disabilities (SEND)

Relationships Education and Health Education will be accessible for all pupils and should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We will ensure that provision is appropriate to the particular needs of our pupils, taking specialist advice where necessary. High quality teaching will be differentiated and personalised to ensure that it is accessible by all pupils.

We recognise that some aspects of RSE will not be accessible for individuals with very significant learning needs.

Some pupils will be more vulnerable to abuse, bullying and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

Pupils who are new to English

We will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources.

The teaching programme for Relationships Education Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child from science teaching.

National Curriculum Science

Key Stage 1	**Key Stage 2**
Pupils should be taught to: • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Pupils should be taught to: • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals.

10. Roles and responsibilities

The Trust

10.1 The Trustees will:

- Monitor the implementation of the policy across all Academies within the Trust

- Monitor pupil progress to ensure that pupils achieve expected outcomes;
- Ensure that Academies are resource in such a way that the Trust fulfils its legal obligations.

10.2 The Governing Board

The Governing Board will approve the RSE policy, and hold the Headteacher to account for its implementation.

10.3 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

They will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure the Trust and the Academy fulfils their legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

10.4 Staff

All staff will ensure that:

- They will deliver RSE in a sensitive way and will develop and follow rules with their class where the pupils feel safe, respected and valued so that the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;

All pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support and will only contribute when they feel happy to do so. Pupils will not be made to contribute.

- All points of view they may express during the course of teaching RSE are unbiased;
- The teaching of RSE is delivered in ways that are accessible, differentiated and personalised to all pupils with SEND and will respond to the needs of individual pupils
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.
- They will model positive attitudes to RSE
- They will respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory science components of RSE.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Specific responsibilities	Who?
Co-ordinating RSE provision, ensuring a spiral curriculum Policy development and review, including consultation Accessing and co-ordinating training and support for staff Establishing and maintaining links with external agencies/other health professionals	Health and Wellbeing Leader Catherine Stonebanks
Named governors responsible for RSE	Father Glyn Holland
Implementation of the policy; monitoring and assessing its effectiveness in practice	All staff
Managing child protection/safe guarding issues	Designated Child Protection Leads Emma Verheyen Steve Cowgill

10. 5 Parents and Carers

The trust acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE;
- Able to discuss any concerns directly with the academy.

Consultation with Parents

A consultation period for parents was held in March 2020 during the Triangulation meetings. Our PSA was available to share the SRE resources with parents, to discuss the changes in RSE and to answer parents' questions.

Working with Parents/Carers
Archibald Primary School is committed to working with parents. Parents need to know that the schools' R.S.E. programme will complement and support their role as parents.

10.6 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

11. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education (the National Curriculum).

Parents have the right to withdraw their children from the non-statutory components of RSE.

The school includes information on sex and relationship education in the school policy. The policy is available to parents via the school website.

We will notify parents when particular aspects of Relationships Education will be taught and will provide opportunities for parents to view the videos and resources being used in the delivery of RSE. Parents are encouraged to discuss their worries and concerns with the class teacher or Mentors before the lesson to allay any worries or concerns.

12. Monitoring and Evaluation

There will be on-going evaluation and monitoring of the programme for R.S.E to check that the scheme is being delivered effectively. This will be carried out by the subject leader, Headteacher and Governor co-ordinator.

The delivery of RSE is monitored by the PSHE Leader. This may be in the form of:

- Monitoring and Evaluation schedule
- Lesson observations
- Learning walks
- Regular review of the RSE policy and programme
- Pupil and staff interviews/questionnaires
- Pupil/staff/parent surveys
- Planning scrutinies
- Samples of children's work
- Work scrutinies
- SLT meetings
- Curriculum scrutiny of work.
- Pupil Voice
- During Subject Leader time.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE Leader on an annual basis. At every review, the policy will be approved by the governing board and Headteacher.

Appendix 1: By the end of Primary School pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

ENDEAVOUR ACADEMIES

Stockton Road
Middlesbrough
TS5 4AG

01642 800800

enquiries@endeavour-academies.org.uk
www.endeavour-academies.org.uk

Macmillan Academy

Post 16 Macmillan Academy

Archibald Primary School