

POLICY FOR RELATIONSHIPS EDUCATION



Uffington
Church of England
Primary School

Our Vision

We are a family-orientated school where everyone is welcome, a place where we strive to provide the best possible education in a caring Christian environment; an education that allows everyone to flourish and have the confidence to make a positive contribution. We seek to develop the individual strengths of everyone within our school community, where each unique personality can be recognised and valued.

Our Christian values underpin everything we do: Thankfulness, Kindness, Forgiveness, Fairness, Friendship, Trust, Hope and Inclusion are key priorities for all pupils and adults in our school.

Introduction

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

This policy outlines the purpose, nature and management of Relationships Education taught at Uffington Church of England Primary School.

This policy has been developed through consultation with our staff, board of governors, and, most importantly, with the parents and carers of the children who attend our school. It reflects

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the consensus of opinion of stakeholders and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

Aims

We ensure that the Relationships Education programme reflects the Christian ethos of our school. We aim to develop confidence in talking, listening and thinking about feelings and relationships.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children. In meeting this statutory duty, we aim to be sensitive to the different needs of individual pupils. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Implementation

In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach.

Relationships Education is taught by class teachers as part of the curriculum for Personal, Social and Health and Economic Education.

All children have equal access to Relationships Education including those with SEND who may require additional support to access the curriculum.

Managing Difficult Questions

We recognise that Relationships Education requires a graduated age-appropriate programme. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours.

We make it clear that children may ask any question relating to Relationships Education. Equally, teachers make it clear that they reserve the right not to answer if they feel that this is beyond the child's understanding.

The Role of Parents and Carers

The school is well aware that the primary role in children's Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Consult with parents about the development of the school's Relationships Education policy and practice;
- Inform parents about the school's Relationships Education policy and practice;
- Answer any questions that parents may have about the Relationships and Sex Education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships Education in the school.

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Parents do not have the right to withdraw their children from the Relationships Education programme taught in our school. Although sex education is not compulsory in primary schools, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils and this is included in the Relationships curriculum at Uffington Church of England Primary School. Parents may request to withdraw their children from this element of the curriculum and, to this end, we inform parents of the content and seek consent for children to receive sex education.

Relationships Education

We teach children about:

- Families and People who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex Education

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, and to explore the human life cycle as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

Confidentiality

Relationships Education is taught in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection in accordance with the Safeguarding Children and Young People Policy.

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Background Documentation

This policy was informed by reference to the DfE document *Relationships Education, Relationships and Sex Education (RSE) and Health Education* DfE 2019

Monitoring and Review

The Headteacher and staff will review this policy biennially. Any suggested amendments will be presented to the Governing Body for discussion at their first meeting following review and shared with parents and carers.

Created in partnership with staff, parents and governors	September 2019
Reviewed by the Curriculum and Standards Committee	February 2023
Next review in consultation with parents and carers	November 2023

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