

# Relationships Education (RE) policy

## Perrymount School



**Perrymount Primary School**

**Growing together, learning forever.**

Approved by: The Governing Body

Date: Oct 2020

Last reviewed on: Oct 2023

Next review due by: Oct 2026

## Rationale

At Perrymount, we want our young people to grow up into healthy, safe and informed young people, who can make positive life choices and make a positive contribution to society. A caring and supportive Relationships Education (RE) curriculum must support young people to developing self-confidence in preparing for the physical and the emotional changes they will encounter as they grow into adults.

Young people need reassurance about their self-image, behaviour, feelings and relationships. They also need knowledge appropriate to their levels of maturity. In order to place the biological aspects of sex education covered in the science curriculum into a moral and social context we need to provide a broader, balanced Relationships Education (RE). In the teaching of RE the role of the school is supportive and complementary to the role of the parents, and a partnerships needs to be entered into with parents. This policy has been written so that parents, carers and staff are clear about the statutory requirements regarding RE, so that pupils receive their educational entitlement.

## Aims

The aims of relationships education (RE) 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Perrymount we teach RE as set out in this policy.

## Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant and national and local guidance.
- Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
- Pupil consultation – we considered what exactly pupils want from their RE during the lessons.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

## Definition

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

RE involves a combination of sharing information, and exploring issues and values.

**RE is not about the promotion of sexual activity.**

## Curriculum

Our curriculum is set out as per Appendix 1 but we need to adapt it as and when necessary.

We have developed our curriculum 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 age appropriate manner so they feel informed and do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

## Delivery of RE

RE is taught within and supported by Perrymount's personal, social, health and education (PSHE) curriculum. Biological aspects of RE are taught within the science curriculum.

Pupils will also receive stand-alone sex education sessions delivered by class teachers.

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

Sex education will be taught using the NSPCC 'Underpants Rule' and Medway Schools Relationships and Sex Education program recommended and endorsed by the PHSE Association. (See Appendix 2)

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatism of children based on their home circumstances, (families can include single parent families, LGBT families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

## Roles and Responsibilities

### The governing body

The governing body has delegated the approval of the headteacher.

### The headteacher

The headteacher is responsible for ensuring that RE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RE.

### Staff

Staff are responsible for:

- Delivering RE in a sensitive way
- Modelling positive attitudes to RE
- Monitoring progress
- Responding to needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RE

Staff do not have the right to opt out of teaching RE. Staff who have concerns about teaching RE are encouraged to discuss this with the headteacher.

## **Pupils**

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

## **Parent's Right to Withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents do however, have the right to withdraw their children from non-statutory components of sex education with RE. Before doing so, parents are encouraged to talk to the class teacher and/or the deputy headteacher and view the resources in order to inform any decisions regarding their child.

Requests for withdrawal should be put in writing and addressed to the headteacher/deputy headteacher. The headteacher/deputy headteacher will discuss the requests with parents and ask them to reflect on what alternative arrangement they will make to ensure that their children have access to sex education and advice.

## **Training**

Staff are trained on the delivery of RE as part of their induction and it is included in our continuing professional development calendar.

The headteacher can also invite visitors from outside school, such as school nurses or sexual health professionals, to provide support to staff teaching RE.

## **Monitoring Arrangements**

The delivery of RE is monitored by the PSHE subject leader through planning and book look scrutinies, learning walks and pupil voice.

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

This policy will be reviewed by the PSHE subject leader biannually. At every review, the policy will be presented to and approved by the Governing Body.

**Perrymount School PHSE Curriculum**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years: 1 3 5	<b><u>Be Friendly, Be Wise</u></b> <i>(Making and Sustaining Relationships)</i> <ul style="list-style-type: none"> <li>Community</li> <li>Rights and responsibilities</li> <li>Getting to know each other</li> <li>Families and people who care for me</li> <li>Caring friendships</li> </ul>	<b><u>Living Long</u></b> <i>(Mental Wellbeing)</i> <ul style="list-style-type: none"> <li>Mental Wellbeing</li> <li>Internet safety and harm</li> <li>Anti-bullying</li> <li>Keeping safe at home and outdoors</li> </ul>	<b><u>Daring To Be Different</u></b> <i>(Identify and Self Esteem)</i> <ul style="list-style-type: none"> <li>Respectful relationships</li> <li>Identity and self-esteem</li> <li>Peer influences and assertiveness</li> </ul>	<b><u>Living Strong</u></b> <i>(Physical Wellbeing)</i> <ul style="list-style-type: none"> <li>Physical health and fitness</li> <li>Eating healthy</li> <li>Drugs, alcohol and tobacco</li> <li>Health prevention</li> <li>Basic first aid</li> </ul>	<b><u>Dear Diary</u></b> <i>(Keeping Safe)</i> <ul style="list-style-type: none"> <li>Comfortable and uncomfortable feelings Online relationships</li> <li>Being safe</li> <li>Anti-bullying</li> </ul>	<b><u>Growing Up</u></b> <i>(Keeping safe contd)</i> <ul style="list-style-type: none"> <li>Being safe contd</li> <li>Changing and adolescent bodies</li> <li>Managing change</li> <li>Preparing for transition</li> </ul>
Years: 2 4 6	<b><u>Be Friendly, Be Wise</u></b> <i>(Making and Sustaining Relationships)</i> <ul style="list-style-type: none"> <li>Community</li> <li>Rights and responsibilities</li> <li>Getting to know each other</li> <li>Families and people who care for me</li> <li>Caring friendships</li> </ul>	<b><u>Living Long</u></b> <i>(Mental Wellbeing)</i> <ul style="list-style-type: none"> <li>Mental Wellbeing</li> <li>Internet safety and harm</li> <li>Anti-bullying</li> <li>Keeping safe at home and outdoors</li> </ul>	<b><u>Dear Diary</u></b> <i>(Keeping Safe)</i> <ul style="list-style-type: none"> <li>Comfortable and uncomfortable feelings Online relationships</li> <li>Being safe</li> <li>Anti-bullying</li> </ul>	<b><u>Growing Up</u></b> <i>(Keeping safe contd)</i> <ul style="list-style-type: none"> <li>Being safe contd</li> <li>Changing and adolescent bodies</li> </ul>	<b><u>Living Strong</u></b> <i>(Physical Wellbeing)</i> <ul style="list-style-type: none"> <li>Physical health and fitness</li> <li>Eating healthy</li> <li>Drugs, alcohol and tobacco</li> <li>Health prevention</li> <li>Basic first aid</li> </ul>	<b><u>Daring To Be Different</u></b> <i>(Identify and Self Esteem)</i> <ul style="list-style-type: none"> <li>Respectful relationships</li> <li>Identity and self-esteem</li> <li>Peer influences and assertiveness</li> <li>Managing change</li> <li>Preparing for transition</li> </ul>

Appendix 2

Programme of Study for relationships and Sex Education at Perrymount School		
KS1	<b>Year 1</b>	<b>Year 2</b>
	<ul style="list-style-type: none"> <li>To identify, name and draw the basic parts of the human body and say which part is associated with each sense.</li> <li>To understand that their body belongs to them and that they should tell someone they trust if anything makes them feel worried or upset.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the main stage of the human lifecycle (baby, child, adult).</li> <li>Recognise that the process of growing takes time and describe the changes that happen as we grow from young to old.</li> <li>Identify ways in which we are more independent now than when we were younger.</li> <li>Describe our feelings about growing and changing.</li> <li>Describe gender similarities and differences between others and ourselves.</li> <li>Challenge simple stereotypes between boys and girls. Recognise and use the correct names for the main parts of the body.</li> </ul>
Lower KS2	<b>Year 3</b>	<b>Year 4</b>
	<ul style="list-style-type: none"> <li>About the importance of personal hygiene as we begin to grow.</li> <li>To respond to questions and advice about personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the physical changes that happen to bodies during puberty.</li> <li>Explain that puberty starts and begins at different times for different people.</li> <li>To use scientific vocabulary for the external and internal male and female body parts.</li> <li>About the importance of personal hygiene during puberty.</li> <li>To respond to questions and advice about puberty.</li> </ul>

Upper KS2		
	Year 5	Year 6
	<ul style="list-style-type: none"> <li>To use scientific vocabulary for the external and internal male and female body parts.</li> <li>About the biological changes that happens to their bodies during puberty.</li> <li>About the importance of personal hygiene during puberty.</li> <li>To respond to questions and advice about puberty.</li> <li>How and why emotions may change during puberty.</li> <li>About getting appropriate help, advice and support during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the physical and emotional changes that occur during puberty and how to manage these (recap from Y4/5).</li> <li>To identify the myths and facts surrounding puberty.</li> <li>Describe changes that happen as we grow up.</li> <li>Identify a range of feelings associated with change and describe physical strategies to cope with growing up.</li> <li>About what constitutes a positive, healthy relationship and that relationships can change over time.</li> <li><i>About adult relationships and the human lifecycle.</i></li> <li><i>About human reproduction (how a baby is made and how it grows).</i></li> </ul>

Non-statutory content is *italicised*