



(2F) RELATIONSHIP EDUCATION POLICY

This policy is applicable to Junior School Pupils, including those in EYFS

Relationships Education is taught as part of the PSHEE (SHEEP) curriculum and through Form Times and Assemblies. The SHEEP Scheme of Work includes:

1. Health and Wellbeing in the Michaelmas term
2. Relationships in the Lent term
3. Living in the Wider World in the Summer term

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Education Act (2002) - section 80A
- EU Charter of Fundamental Rights Article 14 (the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected) and UN Rights of the Child.
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education (2022)
- Statutory Safeguarding Guidance (2016)
- Children and Social Work Act (2017)
- AS STEER Tracking KS2 Footprints Unit of Work, Stage One and Stage Two

Values

We take pride in offering a rounded education to children, with Relationships Education being both taught in lessons and woven throughout the curriculum, as evidenced by our School Expectations.

There are three core areas to the Relationships Topic:

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- Feelings and emotions;
- Healthy relationships, which includes families and people who care for me, caring friendships, respectful relationships, online relationships and being safe;
- Valuing difference.

As a Christian school, we value faith, love, respect, courage, truth and hope; qualities with which all our pupils can identify and which can be promoted through Relationships Education, regardless of an individual's faith or background. Governors and parents were consulted through the process of integration of Relationships Education to the SHEEP curriculum in 2018/19 and annually each year since. Our School Chaplain works closely with the Junior School SLT when this policy is reviewed. We take into account the religious background of all pupils and comply with the Equality Act, regarding religion being a protected characteristic.

Aims and Definition

From September 2020 Relationships Education became compulsory in all primary schools in England.

Relationships Education is "The focus is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." Relationship Education Guidance July 2020 DfE.

Curriculum Content

In the Junior School, pupils are taught Relationships Education through SHEEP lessons, Assemblies, Golden Time, Form Time and extra curriculum activities. By the end of Year 6, pupils will be able to talk with confidence regarding families and people who care for them; understand how to make supportive friendships; recognise healthy relationships and know to speak out if they sense unhealthy relationships; know to be critical in their use of the internet; and understand boundaries in relationships. Relationships Education is taught by the HJS and Pre-Prep SENDCo.

If pupils ask difficult questions that are beyond the remit of the Primary Curriculum, the teacher will refer to their parent to decide how best to answer, or if of safeguarding concern, refer to the Designated Safeguarding Lead for next steps. We recognise that pupils of the same age may be developmentally at different stages, leading to differing types of questions or behaviours, particularly with pupils who have older siblings. Delivery of the curriculum takes into account these differences (including when they are due to specific special educational needs or disabilities).

Our spiral curriculum supports learning through:

- Discussion with the pupils regarding the adult, peer group and family relationships that they have at school and at home. An understanding of what family means and recognition of who can support them at school and at home. Teaching pupils about family life, with sensitivity based on knowledge of pupils and their circumstances. We are fortunate to have a pastorally-focussed school, meaning we have strong relationships with families, which informs our teaching. Our aim is that pupils' growing understanding of the features of positive relationships is likely to help lead to future happiness and security. This will also help pupils recognise any less positive relationships if they encounter them.
- Through stories, games, songs and tasks, the children are taught to develop an understanding of friendships, consideration, respect, honesty, truthfulness and kindness, as well as the skill of turn-taking and dealing with dilemmas. We teach our pupils that they can

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and should challenge inequality and accept that everyone is unique. We have enrichment days themed on the topic of diversity.

- The Chaplain's two assemblies per week, teach how the Bible and our Christian values helps us live a good life and how to make good decisions appropriate to our Christian families, those of other faiths and those with no faith.
- We help pupils understand their personal space and boundaries, showing respect and understanding of the differences between appropriate and inappropriate or unsafe physical acts, in a gentle age-appropriate way.
- Safe, positive online relationships will be taught, including being kind online and how information and data may be shared, stored and used. Online safety topics will also be taught through Computing and Assemblies. Professional guest speakers are invited on a regular basis. Pupils will be taught how to speak out if they have concerns about online content by those they know, or those they do not know.
- As a High Performance Learning (HPL) School, we ensure that values and attributes of resilience, perseverance, empathy, collaboration, and confidence are all embedded in our curriculum and more practically through encouraging the pupils to lead on charity events and pastorally taking caring and leadership roles over younger pupils.
- The curriculum also teaches the children about positive emotional and mental wellbeing, including how, for example friendships, family, church and faith and schools can support mental wellbeing.
- Relationships Education goes up to a further level in the final two years of the Junior School by linking the pupils' wellbeing pastoral tracking programme with the SHEEP scheme of work. Footprints is the sister curriculum to AS Tracking designed to teach the psychological constructs which AS Tracking measures. It is a two stage, 12 lesson character-based curriculum for KS2 pupils, designed for SHEEP lessons. Through Footprints, children can learn to manage their own feelings and their social friendships. Footprints takes the four AS Tracking biases and teaches them to children through a visual, kinaesthetic language. For example, Trust of Self- a key AS Tracking construct- is taught as a component of one's 'SPACE'. Seeking Change, another key AS Tracking construct- is taught as a component of one's 'FOOTPRINT'.

STAGE ONE FOOTPRINTS for Year 5 teaches children about their social impact on others through four coloured Footprints- Blue Footprints, Yellow Footprints, Orange Footprints and Green Footprints. Children learn about how they may currently impact on other pupils, as well as learning how they can have other, positive impacts, through using different footprints. Stage One is for pupils in Year 5 to learn what a social footprint is; how their different types of footprints impact on those around them; and understand how different people in their lives leave different footprints at different times. They reflect on their own footprints and consider which footprints they would like to leave most often.

STAGE TWO FOOTPRINTS for Year 6 teaches children about self-awareness and emotional development. Through the language of four spaces, children learn how to develop and cultivate all aspects of themselves as a person- their Succeeding Space, their Pleasing Space, their Protecting Space and their Relaxing Space. 'My Space' which gives them strategies and language

for understanding how our space is a self-concept; that everyone has their own space in the world; that our space is unique; and how our space develops and changes throughout our lives. Pupils explore their own unique space, make wise choices about stepping in or out of a particular space and recognise which space they would like to step into more. This additional scheme of work gives children a deeper understanding and new vocabulary to describe and analyse relationships, teaching them how to effectively manage relationships and be respectful of others.

Sex Education is not Compulsory in Primary Schools

Sex education is not compulsory; therefore, this policy focuses on Relationships Education. All pupils receive Relationships Education and there is no parental right to withdraw as this is considered essential learning to be able to live a safe, happy and fulfilled life in order to contribute positively to society. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it changes from birth to old age (including puberty) and reproduction in some plants and animals. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Older KS2 pupils are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. Year 5 or 6 (dependent on year group needs), parents are informed in advance of the single SHEEP reproduction sex education discussion lesson which offers pupils a chance to ask questions about such topics as puberty and menstruation in a safe environment. Parents have the right to withdraw their children from this single lesson.

Teaching, Training and Resources

The Head of the Junior School leads the SHEEP curriculum in the Prep School with class teachers, teaching in the Pre-Prep. Teaching materials are carefully selected to have regard to the age, race, disabilities and religious backgrounds of our pupils. Teachers are members of the PSHE Association. Lessons are primarily discussion-based so that those with SEND are equally able to learn and participate.

Safe and Effective Practice

Lesson ground rules are underpinned by our School Expectations document. Teachers are aware that effective Relationships Education brings an understanding of what is and what is not appropriate in a relationship and can lead to a disclosure of a child protection issue; therefore, staff are trained to consult with the Designated Safeguarding Lead. Visitors/external agencies which support the delivery of Relationships Education will be checked/researched by the Head of the Junior School and staff will be empowered to end a session that in any way feels inappropriate — no visitor would be with children without a member of staff present. Visitors are primarily from recognised organisations, including KCC, NHS and NSPCC. Lessons are differentiated and planned so that pupils with SEND can fully engage, in particular the emphasis upon discussion based tasks enables those with SEND to fully participate and contribute.

Engaging Stakeholders

Teachers and Governors have a consultation and review schedule for all policies.

The School Chaplain is an integral part of the SHEEP curriculum consultation and has been part of the process of writing and reviewing this policy.

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We work closely with parents to ensure that they are fully aware of what is being taught with topic lists emailed each half term. The policies are available on the school website and sent out.

Monitoring, Reporting and Evaluation of the Relationship Education Policy

The Relationships Education policy will be part of the Governors' annual review schedule to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Teachers will critically reflect on their work in delivering Relationships Education through staff INSET and meetings. Pupils will have opportunities to review and reflect on their learning during lessons. Pupil voice will be heard individually in SHEEP lessons and form time and Pupil Voice, formally heard through School Council, which is influential in adapting and amending planned learning activities. Our Boarding Pupils work towards acknowledgment on the achievement board for playing a positive role in the community and developing their life skills. Boarding Pupils' voice is heard at their weekly Sunday meetings with the House Mother.

Parents will be sent copies of the trio of policies, Relationship Education, SHEEP and SMSC on an annual basis and meetings between SLT and parents to discuss the content are encouraged. The policy must deliver on the Regulatory Requirements in such a manner that parents support and understand the content.

The policy will be reviewed and revised annually by the Head of the Junior School and the College Policy Working Group. It will then be taken forwards as part of the Governors' policy review schedule. However, any new legislation would necessarily bring these dates forward.

This policy should be read alongside the following policies:

- SMSC / Relationship Education / SHEEP these are a trio of policies to be presented together
- Good Behaviour Policy
- Safeguarding Policy and the Mobile phone policy
- Mental Health and Wellbeing Policy
- Anti-bullying Policy
- SEND
- Equal Opportunities Policy
- Visitor Policy
- Staff Code of Conduct
- Acceptable Use
- Curriculum Policies

REVISION / REVIEW HISTORY

Version No.	Revision Date	Summary of change	Approved by	Updated by
1.1	14/9/2021	Updated staffing	PAG	ER
1.2	February 2022	Minor updates re: annual review		ER

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