



RELATIONSHIPS EDUCATION POLICY

December 2020

REVIEW DATE:	December 2022	
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STATUS:		

Sandal Magna Relationship Education Policy

Abbreviations within the document:

PSHE	Personal, Social, Health and Economic Education
LEA	Local Education Authority
RSE	Relationships Education

Rationale

At Sandal Magna, we wish to promote and nurture the spiritual, moral, social and cultural development of all our pupils. Relationships Education is a key element, supporting this work.

Relationships Education is developmental, beginning at birth and continuing throughout life. It encompasses more than the simple transmission of knowledge about biological functions leading to birth; primarily, and concurrently, it includes work on physical, emotional, spiritual and social development. Therefore, much of our Relationships curriculum is delivered through elements of PSHE and cross curricular links. **At Sandal Magna, we understand and accept that many of our children's parents and carers do not want their child to take part in lessons about sex, reproduction and child birth.**

Relationships Education develops skills of choice, decision-making, assertiveness and communication, so that by the time they are an adult they feel that they are in control of their own bodies. It enhances the development of self-worth, self-esteem and respect for themselves and others. It also provides opportunities for them to manage their relationships in a responsible manner.

Equal Opportunities

The availability of RSE is an entitlement for all children **whose parents agree**, regardless of race, culture, gender, or ability. It is an important aspect of the broad and balanced curriculum, which prepares the child for the wider world, while providing the protection of a safe environment in which to discuss sensitive issues. Differentiation, continuity and progression should be based on an awareness of individual experiences, knowledge and skills already acquired. Much of the RSE biological curriculum is taught through Science, from which no parent has the right to withdraw their child from.

Science National Curriculum 2014

Key Stage 1 (age 5-7 years)

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 7-11 years)

Year 5 pupils should be taught to:

describe the life process of reproduction in some plants and animals

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

Aims

The aims of the Relationships policy are to:

- Begin to prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Develop skills to manage interpersonal relationships.
- Highlight natural bodily changes.
- Learn an acceptable vocabulary for parts of the body.
- Encourage a sense of personal and cultural identity, and counter gender and sexual stereotyping and negative issues.
- Be respectful and value the culture, background and religious beliefs of our community
- Build links between parents and the school.
- Explore feelings and emotions.

Teaching and Learning Strategies and Classroom Organisation:

A wide range of teaching and learning styles will take account of the need to create an environment in which children feel confident to take part without fear of ridicule or disparagement. Teachers will endeavour to:

- Have clear aims in terms of knowledge, understanding and skills.
- Use children's present knowledge and experience to promote new facts and ideas.
- Involve other appropriate professionals such as the school nurse, PSHE co-ordinator, LEA adviser or other member of staff, especially for more sensitive issues.
- Use agreed videos and teacher's resources.

- Understand that some specific matters relating to the onset of puberty will need to be covered in Year 5 and Year 6.
- Provide links with other curriculum areas, with the whole school ethos and school life.
- Give opportunities for children to show their knowledge and understanding of the subject through a variety of ways, which could include role play, discussion, question and answer sessions, small group work, work with single sex groups where appropriate, and whole class work.