



Stowford School Relationships Education Policy

Statement of intent:

At Stowford School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Stowford School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Aims and Objectives

The aim of Relationships Education is to provide children with developmental and age appropriate information and language. They explore attitudes, values and self-identity. The teaching and learning will empower them to make positive choices about their health related behaviours.

At Stowford School we have an ethos of embracing equality and diversity, promoting acceptance and tolerance of difference. We feel that it is important that children understand what a positive, healthy relationship can look and feel like. Relationships education will be taught within this context.

We teach children about:

- the physical development of their bodies, as they grow into adults;
- how to keep themselves safe
- respect and care for their own bodies
- the importance of self-control
- the way humans reproduce
- the importance of family life
- building positive relationships with others, involving trust and respect
- moral questions and to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- self-esteem and confidence, especially within their relationships with others
- respect for the views of other people, their responsibilities to others
- Sexual and emotional abuse and as part of this the children take part in NSPCC workshops which discuss:
 - How to recognise abuse
 - Different types of abuse at a basic level
 - What to do and how to stay safe

Organisation

We teach relationship education through different aspects of the curriculum. While we carry out the main educational teaching in our personal, social and health education (PSHE) curriculum, we also teach it 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.

In PSHE, through the Jigsaw programme, we teach children about relationships, and we encourage children to discuss relationship issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it and have a member of staff specifically allocated to support this.

In Science lessons within the Foundation Stage (Reception class) the children learn about the concept of males and females and about young animals. In both Key Stage 1 and 2, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the Snap Science scheme of work for Science. In Key Stage 1 we teach children about how animals (including humans) move, feed, grow and that they reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. Teachers do their best to answer all questions with sensitivity and care and always teach this with due regard for the emotional development of the children.

Equality Statement

As a school we ensure that our resources and language are inclusive of all families. Children will understand that a loving relationship can be between a mum and a dad, dad and dad or mum and mum.

The role of parents

The school is well aware that the primary role in a child's sex education lies with parents and carers. We pride ourselves on having a positive and supporting relationship with parents as a result of thorough mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's relationship education policy and practices
- communicate with parents about how we teach relationship education in school. By doing this the aim is that we support each other in delivering the key messages that children need to be aware of with regards to relationships
- answer any questions that parents may have about the relationship education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationship education in the school

Parents have the right to withdraw their child from part of the school's relationship education programme. If a parent wishes for their child to be withdrawn for a specific lesson, they should discuss this with the Headteacher, making it clear which aspects of the programme they do not wish their child to participate in.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box. Questions from the anonymous box are sorted through by teachers and the relevant and age appropriate questions are answered in class. Any difficult questions which staff feel are more appropriate for discussion at home are addressed by encouraging the children

to discuss these with their parents. There is clear communication with parents about any unanswered questions in school so these can be answered as parents feel is appropriate.

Confidentiality

Teachers conduct relationship education lessons in a sensitive manner and in confidence. However, if a child makes a disclosure or gives cause for concern, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in the same way if a child indicates that they may have been a victim of abuse (see 'Safeguarding and Child Protection Policy'). In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher (Designated Safeguarding Lead) in line with the school's procedures for children protection and safeguarding.

A member of staff cannot promise confidentiality if concerns exist and we are very open and honest with children about this. We always make sure that children are aware that information may need to be passed on if we are concerned about anyone's safety. This is communicated clearly to children.

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about the relationship education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Monitoring and review

Monitoring is the responsibility of the Headteacher and curriculum leader, wellbeing governor and teacher with responsibility for PSHE and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students learning by lesson observations, sampling teachers planning and speaking with children.

The effectiveness of the programme of study will be evaluated by assessing children's learning and implementing change if required.

Links with other policies

This policy is linked with the following policies:

- PSHE
- Safeguarding
- Behaviour
- Anti-bullying

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