



Meadows First School

Relationships Education Policy

Date: January 2024

Date of next review: January 2025

Head Teacher: L Satchwell

Chair of Governors: J Barrow

Relationships Education Coordinators and
PSHE Coordinators: H Dodman and R Rowley

Policy on Relationships and Sex Education

Person Responsible: Leigh Satchwell (Head Teacher) and R Rowley (RSE coordinator)

This policy has been written in consultation with governors, staff and parents/carers.

Introduction

'All schools must have an up to date Relationships and Sex Education (RSE) policy which is made available for inspection and to parents. (*Relationships Education, Relationships and Sex Education (RSE) and health Education. DFE*)

At Meadows First School we concentrate on Relationships Education.

Definition

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.

Vision Statement

Our curriculum starts with the holistic child, acknowledging their unique needs, and aims to inspire a love of learning, as well as equip children with the skills and knowledge necessary for the next stage of their learning journey. We want our children to have no ceiling in their aspirations and empower them to take ownership of their own learning (Meadows Mouse). As a Rights Respecting School, we want pupils to be fully prepared as engaged, global citizens for life in the modern world, and feel empowered to make a difference as to the world in which they live. Our curriculum embeds the values of our Wellbeing Wheel so that children are supported to become resilient, confident and respectful; we firmly believe that a healthy mind and body coupled with strong positive relationships will impact on learning. We also acknowledge that the environment in which children learn has the potential to transform the way pupils learn; at the same time giving powerful messages about school's high expectations, values and beliefs. At Meadows, we strive for very high standards ensuring pupils achieve the best possible outcomes. Our school motto is "Caring, sharing, preparing for life".

Intent:

With a focus on Meadows curriculum; Unique child, Positive relationships, Key knowledge and skills, Love of Learning, Global Citizens – children will learn to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This will take place with consideration of the qualities of positive relationships within families.

The governing body and Head Teacher have consulted with parents/carers, staff, pupils and members of the wider community in order to develop this policy which has the following aims:

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To help pupils to develop skills (language, decision making, risk assessment, assertiveness) and to make the most of their abilities
- To develop pupils' understanding of the importance of a healthier, safer lifestyle
- To develop pupils' understanding of pressure from peers and the media, and their ability to resist these

- To provide a description of how Relationships Education is delivered, monitored and evaluated in the school
- To help pupils learn to respect and care for their bodies
- To help pupils learn how to gain access to information and support

Policy Development, Dissemination and Review Process

This policy was drafted by the Head Teacher in consultation with the Relationships Education and PSHE co-ordinators, SEN co-ordinators, a parent/carer representative, and a governor representative. The teaching and non-teaching staff had the opportunity to discuss it at a staff training session. The policy was then ratified by the governing body. The policy is made available, via the school office and on the School's Website.

www.meadowsfirstschool.co.uk

Equal Opportunities

All pupils are entitled to receive Relationships Education regardless of ability, gender, race, religious belief or grouping. It is our intention that all children have the opportunity to experience a programme of Relationships Education at a level which is appropriate for their age.

Implementation

Pupils should be taught about the nature and importance of positive relationships as part of family life when bringing up children. As part of their education about human rights, pupils will be taught to recognise their own rights using the UNICEF Rights of the Child. They will be taught to respect and uphold the rights of others.

Relationships Education is taught within the PSHE programme at Key Stages 1 and 2, and is delivered through the 'Jigsaw' programme throughout the school. Some biological aspects of Relationships Education are taught within the science curriculum and some moral aspects are taught within RE. The progression of skills has been carefully developed in liaison with Middle School colleagues.

The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others
- Value healthy relationships
- Value and respect differences in people
- Value stable and loving relationships

The personal beliefs and attitudes of teachers will not influence the teaching of RSE in this school.

Learning Outcomes for Relationships Education within the School

By the end of Year 2, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people, and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be

able to explain that people grow from young to old.

By the end of Year 4, pupils will have had the opportunity to express their views and respect those of others. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.

Use of visitors

Visitors to school, such as parents / carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to Relationships Education lessons. A teacher will be present during the lesson.

Safeguarding/Confidentiality

Teachers need to be aware that effective Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Should such a disclosure be made, staff will follow the School's Safeguarding procedures, as detailed in the School's Safeguarding Policy.

Withdrawal of Students from RSE and Complaints Procedure

The school includes information on Relationships Education on the School website and full details are available on request.

Parents have a legal right to withdraw their child from RSE, but not from Relationships Education. Please see government guidance: para 4 p: 8 states

“This guidance also sets out both the rights of parents/carers⁵ to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.”

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

Students cannot be withdrawn from any part of RSE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of Relationships Education should be addressed to the Head Teacher.

This guide will help parents understand the importance of Relationships education
file:///N:/Downloads/RSE_primary_schools_guide_for_parents.pdf

Impact

The RSE and PSHE co-ordinators collect evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils