



## RELATIONSHIPS EDUCATION



**2022-2023**

*Approved by:*

*Headteacher*

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## RELATIONSHIPS EDUCATION FOR PRIMARY SCHOOLS

*The policy applies to the whole school, including EYFS.*

- *Introduction*
- *Aims and believes*
- *Content of the programme*
- *Who teaches the programme*
- *How the programme is taught*
- *Parents*
- *Assessment and Evaluation*

1. Relationships education is accessible for all pupils at Hale Prep School.
2. Lessons are designed and taught in the knowledge that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

By way of introduction:

- i. The school and this policy have regard to guidance under section 80A of the Education Act 2002. The school is familiar with the 1996 Education Act and the current legislation, particularly the Relationship and Sex Education & Health Education Regulations 2019. (Children & Social Work Act 2017)
- ii. The school, comprising around 200 pupils, is one containing many religions (Jewish, Muslim, Hindu, Christian, Sikh, Buddhist), beliefs, and ethnicities (Pakistani, Indian, Chinese, Turkish), and this is reflected in the school's policy documents.
- iii. The school is aware that whilst it is required to have a relationship policy, it is not required to include sex education; thus, certain issues will not be specifically included in its policies, for example, abortion.
- iv. The school appreciates relationships education is compulsory, as is Personal, Social, Health and Economic Education.
- v. The policy applies to all children, including EYFS and children with SEND, regardless of sex, race or disability (as outlined in the Equality Act 2010).
- vi. All teaching is sensitive and age-appropriate in its approach and content.

### What is Relationships Education?

Relationships education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships and relationships with other children and adults.

This relationship policy is based on the following:

- 1) Creating a relationship between members of staff, particularly the staff responsible for safeguarding, and the pupils; a relationship which encourages the pupils to confide with a member(s) of staff their concerns and worries.
- 2) A relationship with parents is one where parents will communicate to the school any concerns the child has; more importantly, when they feel their child has a concern they are reluctant to express.

- 3) Staff awareness of what might be considered 'hidden' signs of abuse. This will most certainly be emotional in the case of Hale Prep pupils. This is not to state that other forms of abuse might be in evidence.

A planned programme underpins the approach to relationship education and safeguarding. The philosophy is one of preventative education, believing it crucial in creating a happy, secure environment where the pupils are relaxed and confident. Crucially, one where pupils treat each other with respect and dignity.

### Aims and Objectives

Many of the aims the school strives to achieve are interrelated and are bound up in the fabric of the school. The programme will be delivered to all pupils, including EYFS and SEND. Nevertheless, however, several specific objectives can be more specifically stated:

- i) To emphasise the importance of treating others with respect and understanding, "Treat others in the manner you would like to be treated."
- ii) To teach the children to listen to the views and beliefs of others and be able to discuss such views sensibly and maturely.
- iii) To give the children the self-confidence to express their views and participate in discussions, particularly the confidence to question where appropriate and initiate conversations.
- iv) To encourage the pupils to discuss and consider a range of social and moral dilemmas.
- v) To develop decision-making skills emphasising the importance of critical thinking and the importance of logical argument based on factual information and not unsubstantiated assertions.
- vi) To show the importance of stable and loving relationships in forming the basis of personal happiness and emotional and intellectual development.
- vii) To understand that they undergo physical and emotional changes as the pupil age.
- viii) To provide appropriate information relevant to the pupils' needs, age and maturity.
- ix) To develop the skills and knowledge to maintain a healthy lifestyle.
- x) To develop a moral code of values – honesty, kindness, trustworthiness etc.
- xi) To ensure that the pupils are fully aware of the danger of mass media.
- xii) To give the children the confidence to discuss with a member of staff when they know or suspect something is wrong

### Content of the programme

Many of the aims and objectives of the policy are achieved in the wider curriculum presented to the children. To give examples:

1. Aim (iii) is achieved through drama lessons commencing in Reception.
2. Aim (vii) is achieved via the science programme.
3. Comprehensive games and science programmes achieve Aim (ix).
4. The comprehensive information technology programme achieves Aim (xi).
5. Aim (iv) is achieved not only in the ethics programme but practically in the charity work undertaken by the pupils.

The programme encompasses:

- a) A detailed ethics programme which is reviewed annually, ensuring that all topics are covered. KS1 and KS2 ethics lessons form part of the children's weekly timetables.
- b) NSPCC assemblies, 'Speak Out, Stay Safe,' delivered to KS1 and KS2 children.
- c) Annual study days organised by the Trafford Council covering various topics. For example, how to deal with cybercrime and talk by the police about staying safe.
- d) A detailed IT programme where the children are taught all about e-safety, from spam emails to how to set privacy settings on their devices.
- e) Assemblies

Weekly (optional) news reporters club for Years 5 and 6.

Following safeguarding training in 2022, all staff know about the "Everyone's Invited" website and the findings.

The basis of the programme is, however, embodied in the school's comprehensive ethics programme. Thus, for example, over the years, the pupils are taught about all the world's major religions practically, including visits to temples, synagogues, and churches and inviting speakers from major religions to talk to the children. A second example might be a reference to the programme followed in Year 6 when pupils are presented with a series of situations that require an analysis of the situation and to provide logical answers when the stress is not on the conclusion but on how the conclusion is reached. Please see the PSHE policy for more detail.

### Who teaches the programme?

All teaching is by the subject teacher; the teachers have specific roles at the school – science, IT, ethics, drama, and games. Valued members of the community are invited to contribute to the programme. For example, A member of the local police gives talks on the dangers of social media.

### How the programme is taught

All teaching is in classes of a maximum size of 18. All classes are mixed classes – sex and ability. The only exception is in Year 5 when the boys and girls are spoken to separately by a member of staff/Deputy Head in line with the Relationship Policy.

### Assessment and Evaluation

The nature of the subject matter does not fit a strict formal assessment. For example, how does one measure increase self-confidence? The school has put into place a programme of continuous assessment. Regular comments will be made on a range of pupils' performance – enthusiasm, response to questioning, contribution to class discussion, and willingness to listen to the views of others. A score of 1-3 will be noted on completing a topic. A level of excellence will be marked 1, a level considered good will be marked two, whilst three will reflect the minimum of effort.

Please see the PSHE policy for further details.

## PHYSICAL HEALTH AND MENTAL WELL-BEING

There is a realisation that in modern society, emphasis must be placed on all pupils' physical health and mental well-being.

This is achieved in several ways:

- The emphasis on the benefits of physical exercise – various sporting clubs and outdoor pursuits.
- The happiness and satisfaction that can be achieved through community actions – sponsored walks, food collection.
- Emphasising the importance of social interaction and the impact of loneliness – Buddy Bench.
- The devastating effect of bullying – zero tolerance for all forms of bullying.
- Anti-bullying workshops held.
- The encouragement to discuss all emotional upsets – post box, intervention of teachers, ethics lessons.

- The emphasis on a balanced lifestyle – social interaction, internet, exercise, sensible diet, drugs.
- An awareness of all who can offer advice and assistance – crucial crew.
- Circle time in the infants.

As can be deduced, pupils' well-being and physical health are achieved through the interaction of a range of lessons and activities that are enmeshed in the school's curriculum.

## Parents

Parents are fully aware of the school's curriculum, which is readily available for parents to peruse. The parents were consulted in June 2022 on the content of the policy. They were invited to read the policy in a weekly newsletter. One parent responded by asking for a hard copy of the policy. The school does not accept pupil withdrawal from the relationships programme, which is embedded throughout the school. It is regarded as fundamental to child development. The school policy is to include all children, regardless of gender, race and ability, in all aspects of school life.

In Year 6, when 'changing bodies' is taught, a letter is sent to parents giving them the option to 'opt out' of the lessons. In this instance, the parents would discuss with the headmaster or deputy head which will be recorded and kept in the first aid records in the office. If a child is withdrawn, they will receive a purposeful education for the lesson time.

The ultimate responsibility of the subject rests with Mrs Busby. There is, however, a continual evaluation of the programme, which involves all the teachers responsible for the delivery of the subject. The result is frequent adjustments to the subject content in light of experience. It is a genuine 'living' programme.

This policy is available on the school website; a free copy is provided to anyone asking for it.

This policy will be reviewed on a bi-annual basis by KB and KL to be approved by RV