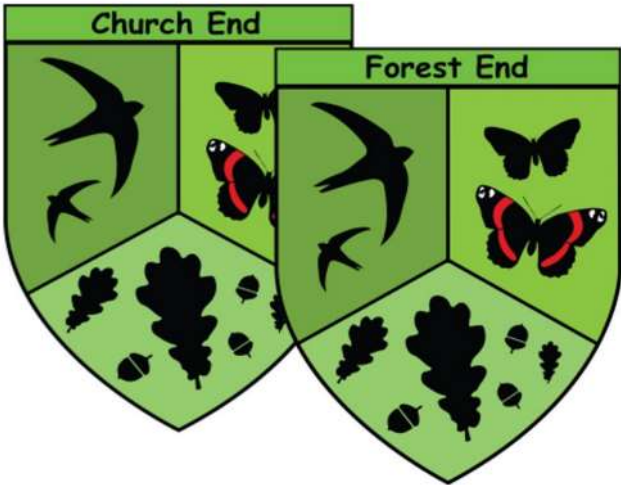


MARSTON MORETEYNE VC SCHOOL

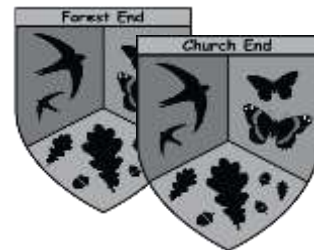


RELATIONSHIP EDUCATION POLICY
January 2024



Relationships Education Policy

Reviewed January 2024



Rationale

Relationships Education and Health Education is compulsory in all state schools (Relationships and Sex Education is statutory in Secondary Schools). It provides, '...the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.' (Relationships Education, Relationships Sex Education (RSE) and Health Education DFE 2019) These building blocks equip children with the understanding and knowledge that they will need in their everyday lives. These are important life skills about interacting and communicating with others. Relationships Education is an umbrella term for all teaching and learning we offer pupils, to help them to develop skills for relationships and informed decision making and is delivered within the wider PSHE curriculum.

Relationship Education Statutory Requirements

Marston Moreteyne VC School complies with the requirements of The Equality Act 2010 and Public Sector Equality Duty (PSED) in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education 2019.

Aims

At Marston Moreteyne VC School, Relationships Education is firmly rooted within the framework for Personal, Social, Health Economic education (PSHE). In our school, we aim through explicit and implicit learning experiences to:

- Ensure Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development;
- Prepare children for healthy relationships in an online world;
- Foster self-esteem and respect for others as the cornerstone of good health education and therefore, good relationships;
- Nurture a partnership between caring adults - governors, teachers, non-teaching staff and parents - to ensure sensitive support for children as they grow and mature;
- Encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse;
- Generate an atmosphere where questions and discussion on age appropriate sexual matters could take place without embarrassment;
- Listen to pupils' own thoughts, feelings and concerns to ensure that their needs are met;
- Promote the spiritual, moral, cultural, mental, physical and social development of the children;
- Prepare children for the opportunities, responsibilities and experiences of life;

- Understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe;
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy;
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others.

Learning and Teaching

At Marston Moreteyne VC School, Relationships Education is included within the wider PSHE curriculum, as mentioned above. However, it is also incorporated in a day-to-day basis as the need arises, according to the needs of the children and in an age appropriate way, reflecting on the views of teachers and pupils. Through the ethos of the school environment and the curriculum, pupils have frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of relationships education.

The religious background of pupils is also taken into account when planning teaching. Children with special educational needs and disabilities have access to differentiated and personalised teaching, as appropriate, to ensure accessibility within Relationships Education and the curriculum overall.

Relationship Education subject content (Up to the end of Primary School)

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability;
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends;
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- the conventions of courtesy and manners;
- the importance of self-respect and how this links to their own happiness;
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority;
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;
- what a stereotype is, and how stereotypes can be unfair, negative or destructive;
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not;
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);
- about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- how to recognise and report feelings of being unsafe or feeling bad about any adult;
- how to ask for advice or help for themselves or others, and to keep trying until they are heard;
- how to report concerns or abuse, and the vocabulary and confidence needed to do so;
- where to get advice e.g., family, school and/or other sources.

Monitoring and Evaluating

Specific Issues

The following issues may arise as part of the school's day to day work with children. In each event advice should be sought from the Headteacher at the earliest opportunity.

Difficult questions

- MMVCS currently teaches up to Year 4 and recognises that children may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out with the Relationship Education Policy. Children of the same age may be developmentally different and could require a graduated, age appropriate programme of Relationships Education which would be discussed with the appropriate teaching staff and the PSHE lead, and, if deemed appropriate, the safeguarding team.

Confidentiality and Advice

- At all times the child's best interests should be maintained;
- Children should be encouraged to talk to their parents or carers and should be supported in doing so, except where an allegation concerns the child's parent or carer;
- **No adult should offer unconditional confidentiality;**
- Children should be reassured that if confidentiality has to be broken, they will be told;
- In any case of suspected abuse, the Child Protection Procedure should be followed (See Child Protection Policy).

There may be rare occasions when a member of staff is directly approached by a child who has been involved in sexual activity. This should be viewed as a child protection issue and dealt with in accordance with the Child Protection Policy.

Relationships

Within the context of talking about relationships, children will be taught about the nature of marriage and its importance for family life and for bringing up children. The Government recognises that there are strong and mutually supportive relationships as key building blocks of community and society. Although children will be taught about marriage within the context of talking about relationships, we recognise that children will have diverse family situations (families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) and our approach will be sensitive to and inclusive of, our children's different experiences and family backgrounds.

Parental Partnerships

This policy will be referred to in the school prospectus and will be made available in full to any parent who requests it. Parents do not have the right to withdraw from Relationships Education as Parliament feel it is important for children to understand the importance of family, friendships and safety which includes online safety (Gov.uk.2019).

Monitoring and Review

This policy will be monitored by the PSHE co-ordinator/s in collaboration with the named governor for Safeguarding/Child Protection and will be reviewed biannually, or as appropriate.

Dissemination of The Policy

The policy will be made available to all teaching staff and support staff and will be ratified by the full Governing Body.

Reviewed by A. Di-Folco **January 2024**