



# THOMAS BEWICK SCHOOL

GROWTH THROUGH UNDERSTANDING

## RELATIONSHIPS EDUCATION POLICY

### Document History

<b>Policy reviewed and adopted by Local Advisory Committee</b>	<b>January 2021</b>
<b>Review frequency</b>	<b>Annually</b>
<b>Last Reviewed</b>	<b>January 2021</b>
<b>Next review</b>	<b>January 2022</b>
<b>Responsible Officer</b>	<b>PSHE Lead</b>

<b>Contents</b>	<b>Page</b>
<b>Introduction</b>	
1. Rationale for Relationships Education Policy .....	3
2. What is Relationships Education? .....	3
<b>Relationships Education at Thomas Bewick School</b>	
3. Aims of Relationships Education .....	4
4. Implementation of Relationships Education .....	4
5. Right to Withdraw .....	5
6. Responsibility .....	5
7. Requirements in Law .....	5
8. Review .....	6
<b>Appendix 1: Curriculum Content Overview .....</b>	<b>7</b>

# **Introduction**

## **1. Rationale**

This policy covers our school's approach to statutory Relationships Education. Thomas Bewick School provides education for pupils with Autism Spectrum Conditions between the ages of 3 and 19. All of our pupils have an Education, Health and Care Plan (EHCP). In general, our pupils have varying levels of difficulty with social understanding and managing social relationships. Our school motto is 'Growth Through Understanding' and this underpins everything we do in Relationships Education.

In creating this policy we have consulted with school staff, Local Advisory Committee members, parents and pupils via our school council. We view the delivery of quality Relationships Education as a tool to safeguard children. Our curriculum promotes the teaching of spiritual, moral, social and cultural content. We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students in school. Our curriculum is designed to promote gender equality and LGBT+ equality and this is threaded through the curriculum rather than taught as a one-off event. We are fully committed to ensuring our values and curriculum support the protected characteristics as detailed in the Equality Act 2010.

## **2. What is Relationships Education?**

By the end of primary school, pupils will have been taught content on:

- Changing adolescent body
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

This Relationships Education policy is aligned to the following school policies:

- PSHE policy
- RSE policy
- Safeguarding policy
- Equal Opportunities policy

## **Relationships Education at Thomas Bewick School**

### **3. Aims of Relationships Education**

We understand the purpose of this education is to equip pupils with the knowledge, skills and positive attitudes to:

- grow up as members of society who are empowered to make decisions about their health, wellbeing and relationships.
- build their own self-efficacy.
- manage feelings and emotions and to recognise emotions in others.
- understand and be respectful of beliefs and lifestyles different to their own.
- recognise what constitutes respectful and positive relationships with others.
- build successful and meaningful relationships with their families, peers and other people they work with.
- understand how and when to ask for help, and to know where to access support.
- prepare for life in Modern Britain.

### **4. Implementation of Relationships Education**

The Relationship Education programme will be taught as a component of the school's PSHE curriculum. Thomas Bewick School follows the *PSHE Association SEND Programme of Study* (attached at the end of the policy). Weekly, timetabled lessons will be taught to all pupils, with content and resources differentiated according to the individual needs of our pupils. Our Relationships Education programme follows statutory national guidance and will be differentiated to meet the needs of all pupils in all phases of the school. Teaching will be underpinned by opportunities for the development of communication, social, independence and life skills, whilst giving pupils time to explore and clarify their own positive values and attitudes. Programme content in each phase of the school will be organised so that it is appropriate to pupil age, individual ability and level of understanding. Topics and themes may be repeated or adapted from year to year in greater depth to take account of pupils' changing needs and development. Where the need has been identified, provisions will be made for one to one or small group teaching where appropriate.

Where possible, in relation to the needs of our children, ground rules will be agreed by pupils and teachers prior to commencement of the lessons. No personal information will be shared and distancing techniques such as using fictional case studies and the third person will be used. Pupils will be told (as part of the ground rules) that no information can be guaranteed to be kept confidential.

Where possible, in relation to the needs of our children, pupils will have the opportunity to ask any questions they have both during the lesson and via the use of a question box at the end of lessons (pupils will be required to put their initials on any question in the box as a Safeguarding measure).

If any taught content leads to the disclosure of a child protection issue, staff have been made aware of how to deal with this, including consulting with the Designated Safeguarding Lead.

In addition to dedicated lesson times, school assemblies may make reference to themes in Relationships Education. This is in line with established good practice in PSHE (Personal, Social and Health Education) of using a spiral curriculum and developing on themes previously encountered. External agencies who visit the school to support the curriculum in this area will be informed of our safeguarding practice and will work under the close supervision of school teaching staff. This will ensure that content and delivery styles reflect our school approach.

## **5. Right to Withdraw**

Thomas Bewick School has chosen to introduce Sex Education at the Secondary phase only. Parents will be informed during the final year of primary school about the detailed content of what will be taught in terms of the sex education element of RSE. Parents have the right to withdraw their child from any Sex Education content taught in primary school, which falls outside of the National Curriculum Science requirements and outside of the Relationships Education guidance. Any requests to withdraw should be made to the Headteacher. However, as stated previously, themes of sex education will not be introduced until the Secondary phase.

## **6. Responsibility**

Our link Local Advisory Committee member for PSHE, John Wears, has worked closely with the Headteacher (Daley Barber Allen) and the lead teacher for this area of the curriculum (Andrew McGuinness), in creating the policy and designing curriculum content. The curriculum content will be taught by class teachers, supported by teaching and learning assistants. Lessons are timetabled weekly as part of our wider Personal, Social and Health Education curriculum and an overview scheme of work is contained within this policy and on the school website. Teaching staff will receive training from the subject lead on the content of the curriculum and best practice in pedagogy for these topics, in order to best support pupils. Assessment of lesson delivery and outcomes will take place by the subject lead and Senior Leadership Team. Pupil outcomes will be monitored regularly by class teachers, using the school's marking policy. Summative assessment for Relationships and Health Education will take place termly, via B-Squared.

## **7. Requirements in Law**

- Department for Education statutory guidance issued under Sections 34 and 35 of the Children and Social Work Act 2017, makes it a requirement for all primary schools to teach Relationships Education and Health Education from September 2020.
- The guidance should be read in conjunction with:
  - Education Act 1996
  - Learning and Skills Act 2000
  - Education and Inspections Act 2006
  - Equality Act 2010
  - Supplementary Guidance SRE for the 21st Century 2014
  - Children and Social Work Act 2017
  - Keeping Children Safe In Education 2018
  - Services For Education | 0121 366 9950 |

## **8. Review**

This policy has been approved by the Headteacher and the link Local Advisory Committee member for PSHE and will be reviewed annually. The aim of the review will be to reflect on practice in the past review cycle, acknowledging both successes and areas to be improved, which will be reflected in any policy change. Checks will be made to ensure the policy follows the latest national guidance and advice and that it meets the needs of pupils and wider school community. The review will be led by Andrew McGuinness (subject lead) and Daley Barber Allen (Headteacher).

## Appendix 1- Curriculum Content Overview

Parents can view this policy and overview of lesson content through material publicly available on our website. Parents will also be invited to sporadic content sessions and will therefore have the opportunity to be fully aware of what is taught, to see a sample of resources used and to ask any questions they may have.

Half Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
PSHE Strand	Self-Awareness	Self-Care, Support and Safety	Managing Feelings	Changing and Growing	Healthy Lifestyles	The World I Live In
Topic Areas	<ol style="list-style-type: none"> <li>1. Things we are good at</li> <li>2. Kind and unkind behaviours</li> <li>3. Playing and working together</li> <li>4. People who are special to us</li> <li>5. Getting on with others</li> </ol>	<ol style="list-style-type: none"> <li>1. Taking care of ourselves</li> <li>2. Keeping safe</li> <li>3. Trust</li> <li>4. Keeping safe online</li> <li>5. Public and Private</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying and expressing feelings</li> <li>2. Managing strong feelings</li> </ol>	<ol style="list-style-type: none"> <li>1. Baby to adult</li> <li>2. Changes at puberty</li> <li>3. Dealing with touch</li> <li>4. Different types of relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Healthy Eating</li> <li>2. Taking care of physical health</li> <li>3. Keeping well</li> </ol>	<ol style="list-style-type: none"> <li>1. Respecting differences between people</li> <li>2. Jobs people do</li> <li>3. Rules and laws</li> <li>4. Taking care of the environment</li> <li>5. Belonging to a community</li> <li>6. Money</li> </ol>