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1. Introduction

This policy covers our approach to Relationships Education and Relationships and Sex Education (RSE); following the compulsory guidance published in September 2020. It aims to set out the purpose of Relationships Education and RSE with the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

Horton Lodge School recognises the importance and entitlement of all learners to receive Relationship Education. Where appropriate for our Formal learners this is incorporated into our Personal, Social and Health Education (PSHE), Religious Education (RE) and Science Curriculum. This learning should be current, meaningful and relevant. For the pupils following different learning routes, the curriculum is covered through the Equals schemes of work. Horton Lodge School will ensure that all learners are offered Relationship Education– delivered in a way that is appropriate and applicable to each learner’s individual needs and development level.

2. Aims

At Horton Lodge we believe in providing every pupil with open, honest and age-appropriate lessons all about relationships. Through the school’s ethos and values, we aim to develop children’s knowledge, skills, opinions, strategies and confidence – enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, regardless of individual needs or development level.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

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



3. Roles and Responsibilities

This final policy will be agreed by the Governing Body who will take responsibility to monitor and challenge its delivery. The curriculum lead will ensure that the delivery of Relationships and Sex Education and RSE. Staff will ensure that this is delivered in an appropriate way for the children across a broad and balanced curriculum.

4. Teaching across the school

4.1 Access – At Horton Lodge we acknowledge that our pupils are all individual and unique, accessing learning in different ways. As such Relationship Education will be delivered through one or a mixture of any of the following routes:

Early Years Foundation Stage – A holistic curriculum based on age and stage of learning

Pre-Formal – A curriculum based on encountering, connecting and responding

Informal - A sensory based approach linking into the Semi-Formal Curriculum

Semi-Formal – A life experience and skills based curriculum

Formal – A differentiated National Curriculum with an emphasis on skills for life

We are using Equals schemes of work for the Semi-Formal, Informal and Pre-Formal curriculum to deliver the Relationships Education and RSE the appropriate level and in the most appropriate way to meet the needs of all of our pupils.

We are delivering the Relationship curriculum through the PSHE Association Programme of Study and the Equals My Relationships and Sex Education scheme of work. Teachers will differentiate the curriculum to suit the individual needs of the pupils in their class.

Our lessons will be differentiated to meet the needs of our pupils, ensuring all children are able to participate fully and that lessons are at the appropriate level to meet the individual needs of pupils.

We will offer RSE to our Year 6 pupils each year. We will take into account the special educational needs plus physical maturity and developmental stages of the pupils. We will consult closely with parents, sharing with them the content of what will be delivered, and will decide if it is appropriate. We will offer support to parents on how to talk to their children about RSE. Parents will have the option to withdraw their children from the lessons.

The following staff are available to support staff and children in teaching Relationship Education and RSE:

Julie Machin – Senior Mental Health Lead

Esta Stubbs-Ford – Mental Health First Aider

Jo Powel – School Nurse, is available for support where needed

4.2 Delivery - Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content. We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

4.3 Managing difficult questions – Staff need to be aware that child may ask difficult questions. When this situation arises we will deal with questions carefully, taking into consideration the age and developmental stage of the child. Staff will consider speaking to pupils away from the whole class, seeking support from colleagues, liaising with parents about the discussion and taking time to answer questions, ensuring that the correct and appropriate information is given to the child.

4.4 Physical health and mental wellbeing – As a school we promote positive the mental wellbeing of our pupils through the nurturing ethos that we foster. Classes take wellbeing breaks throughout the school day. We will teach physical health and mental wellbeing through the PSHE curriculum for Formal learners and through the holistic Equals curriculum and EYFS

5. Assessment – will be completed in a holistic way taking into account the learning route that each learner is accessing.

6. Monitoring arrangements

In order to reflect further on the impact of all our work on Relationship Education and RSE:

- We engage governors, families and community
- Hear our student voice
- Observe staff and pupil interactions
- Support social behaviour
- Complete learning walks reflecting on resources and practices

7. Entitlement

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Documents that inform the school's Relationships Education Policy include:
 - Education Act (1996)
 - Learning and Skills Act (2000)
 - Education and Inspections Act (2006)
 - Equality Act (2010),
 - Supplementary Guidance SRE for the 21st century (2014)
 - Keeping children safe in education – Statutory safeguarding guidance (2016)
 - Children and Social Work Act (2017)

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships and Sex Education, with the exception of the objectives included in National Curriculum science. Those considering this option are asked to speak with the headteacher in order to find out more about this.

8. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance,

Relationship and RSE Policy

teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

Safeguarding lead: Geraldine Fallows

Safeguarding deputy: Wendy Miller and Julie Machin

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

9. Policy Development

This policy has been developed in consultation with governors, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – meeting materials were shared with all parents and carers. They were invited to comment and put forward their views.
4. Pupil consultation – we investigated what pupils want from their PHSE lessons.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

10. Link to other policies

We recognise the clear link between Relationships and Sex Education and the following policies, staff are aware of the need to refer to these policies when appropriate.

Anti Bullying Policy	Child Protection Policy
PSHE Policy	Equal Opportunities Policy
Early Year Foundation Stage Policy	SMSC Education including British Values Policy
The Curriculum Policy	

11.-Relationships and sex education curriculum map

RSE will cover the following topics from the Equals scheme of work, taking into consideration the needs and developmental level of the pupils:

- Knowing my body
- Knowing me
- Private and public
- Touching and allowing others to touch me
- Forming relationships
- Sexual intimacy with another person

Not all of these areas will be taught, only those that are appropriate.

Wendy Miller is responsible for this policy.