



Ashbridge
INDEPENDENT SCHOOL & NURSERY

RELATIONSHIPS EDUCATION POLICY AND PROCEDURES

Approved by: SMT, Parent Working Party

Approved date: September 2022

To be reviewed by: SMT

Review date: September 2023

Accessibility: Available on the school website and paper copy on
request

Scope: Ashbridge Independent School

The policy, which was drafted in consultation with parents (through a working party of representatives), staff (in Staff Meetings) and pupils (through PDP lessons) takes into account the culture and ethos of our school community and is promoted and implemented throughout the school.

Relationships education is embedded into our Personal Development Programme which aims to support the personal, social, health, spiritual, moral, cultural and emotional development of our children and equip them with the knowledge and understanding they need in an age appropriate and developmental way.

Our agreed approach is that Relationships Education involves learning about relationships, family life, healthy lifestyles, diversity and personal identity, preparing children for the changes that adolescence brings including puberty and learning about how a baby is conceived and born.

Aims

To provide a framework in which sensitive discussions can take place around identity, family, friendships and other important relationships

- To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach the pupils the correct vocabulary to describe themselves and their bodies
- To teach pupils about the human reproductive cycle including conception and pregnancy
- To underpin the rights of the children at Ashbridge to be safe, happy, learn and be themselves, appreciating diversity and modern family life
- To ensure peer on peer abuse is given sufficient weight and is dealt with in an age appropriate fashion

The three main elements covered are:

Knowledge and understanding

- learning about and understanding physical development at appropriate stages including puberty
- naming the external and internal parts of the body and understanding how the reproductive system works in humans including conception, pregnancy and birth

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference without prejudice
- developing an appreciation of the consequences of choices made
- learning how to recognise and report exploitation and abuse of all forms

Attitudes and values

- learning to value family life, in all its forms, and to understand the importance of stable and loving relationships
- learning the value of respect, love and care

The programme of study contributes to our overall aims by ensuring all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are prepared for the physical and emotional changes they experience as they grow
- can protect themselves and ask for help and support

Science links

Children in the Infant Classes will learn -

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the body of humans
- that humans and animals can produce offspring and these grow into adults

Children in the Junior Classes will learn -

- that the life processes common to humans and other animals, include nutrition, growth and reproduction
- to recognise and respect similarities and differences between themselves and others
- about the main stages of the human life cycle
- how to be healthy and prepare for the changes relating to both sexes in puberty
- about relationships and reproduction, conception and pregnancy
- the roles and responsibilities of being a parent

These areas of learning are taught within the context of family life taking care to ensure there is no stigmatisation of children based on their home circumstances; families can include two parents or single parent families, LGBT parents, families headed by Grandparents, adoptive parents, foster parents or carers among other structures.

The importance of positive relationships is stressed through discussion and activities around

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

Parents do not have the right to withdraw their children from Relationships Education or the Science components relating to human reproduction which are outlined in the National Curriculum.

Please see the PDP Curriculum Overview for specific curriculum content taught in each year group.

Key supporting documentation includes

- Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE statutory guidance 2020
- Keeping Children Safe in Education 2020
- Equality Act 2010 and schools
- Physical Health and Mental Wellbeing 2020
- National Curriculum for Science
- Programme of Study for PSHE Education - PSHE Association 2020

How is this provided and who is responsible?

Relationship education is provided through a programme which takes into account the age, physical and emotional maturity of our pupils. It is taught within the context of the Personal Development Programme running throughout the school with links to the Science Curriculum.

Class teachers and the Headteacher are involved in the delivery of the programme and monitoring pupil's development and progress. Resources from outside agencies such as the NSPCC, Go Givers and the PSHE Association will be used along with the National Curriculum for Science.

The Headteacher and SLT are ultimately responsible and will approve any changes to the policy and programme at each review.

Safeguarding

The wellbeing and safety of children is our prime concern and the importance of safeguarding is paramount. All those involved in the delivery of this programme adhere to these policy guidelines as well as those outlined in their professional codes of conduct and the Safeguarding Policy.