



Ackworth School

Relationships Education (RE) Policy – Coram House

Definition of RE

Within this policy, as in the DfE guidance, Relationships Education (RE) is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education (HE) is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for Science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

Some aspects are taught in Science, and others are taught as part of Personal, Social, Health and Economic education (PSHE).

Aims and outcomes of RE in the curriculum

The overall aim of RE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peacefully and learn how to recognise and avoid exploitation and abuse.

RE provides opportunities for pupils to:

- better understand the nature of human relationships.
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, together with marriage and civil partnerships.
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.



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The RE programme at Coram House reflects our ethos and the value, character traits and positive personal attributes we deliberately cultivate in the individual.

It demonstrates and promotes the following:

- value of respect, care and love;
- value of family life within stable, loving and committed relationships
- acceptance of same sex unions as offering stable, loving and committed relationships to nurture children;
- respect for self and others;
- respect for rights and responsibilities within relationships;
- appreciation that different, successful family structures exist;
- understanding diversity regarding religion, gender, culture and sexual orientation;
- importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender;
- acceptance of difference and diversity;
- promotion of gender equality and equality in relationships;
- challenge of gender stereotypes and inequality.

In the School wide context in which we encourage the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, our pupils are encouraged and helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Through RE and RSE we aim to teach our pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is mainly delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Our RE and HE curriculum are embedded within our PSHE curriculum. The key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.



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- 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 (families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures), 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

Children 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 physically or verbally aggressive behaviour 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

Children 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;



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- 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 upstanders and how to get help ;
- what a stereotype is, and how stereotypes can be unfair, negative or destructive ;
- the importance of seeking and granting permission in relationships with friends, peers and adults.

Online relationships

Children 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

Children 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 and others.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.



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- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice eg family, school and/or other sources.

Mental wellbeing

Children should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Children should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.



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- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

Children should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Children should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (e.g. obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Children should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Children should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.



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- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Children should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Children should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Organisation and delivery

RE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, global citizenship, ICT and Science. At Coram House, the main RE content is delivered as part of a wider topic to provide a context for learning. Many aspects of RE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

At the start of each academic year members of staff complete a document called mapping to DfE statutory guidance.

RE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups, mainly in Years 5 and 6 to discuss changing adolescent bodies, puberty and RSE. In upper KS2, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups.



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PSHE ground rules are used in all PSHE and RE lessons. RE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Ground rules are established at the beginning of the academic year and reiterated regularly, in addition to those already used in the classroom. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We do not ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Pupils are able to ask anonymous questions by writing a note for the class question box. This box can be found in every class and also in the library.

Correct medical vocabulary will be used throughout the RE and PSHE curriculum. RE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and discussions.

The School nurse and external agencies can be invited to support the delivery of RE and RSE. Ackworth School (the School) should ensure that the content is age-appropriate, accessible for the pupils and meets the full range of pupils' needs (e.g. special educational needs) prior to the visit. The School will make sure that visitors understand how safeguarding matters should be dealt with in line with School policy.

Inclusion and equal opportunities

The RE policy reflects, and is in line with, the School's equal opportunities policy. The School ensures that the RE curriculum is inclusive, appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the School community, and help all pupils feel valued and included, regardless of their gender, ability, disability, race, religion or belief, experiences and family background. RE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support.

Pupils learn from an early age that there are many different types of "family". Pupils are taught that the term "relationship" may refer to two people of the same or different: gender, ethnicity, religion/belief, disability. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers



Ackworth School

amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

Right of withdrawal

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-Science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the Science curriculum.

Coram House will inform parents in writing when aspects of the sex education programme are taught. Parents wanting to withdraw their children are invited to speak to the headteacher. Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed. Alternative work will be given to pupils who are withdrawn from sex education and pupils will go to another class for the duration of the lesson.

However, in view of the cross-curricular nature of the School's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific sex education classes.

Questions raised by pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment in which they will not feel embarrassed or anxious during discussions.

Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Members of staff are aware that effective RE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding



Ackworth School

issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. Members of staff will refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

Review, assessment and evaluation monitoring

Monitoring of the RE Policy is the responsibility of the Headteacher, the Safeguarding governor, and the PSHE leader.

The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers' planning and feedback from surveys of pupils, staff and parents. The effectiveness of the RE programme will be evaluated by assessing children's learning and implementing change if required.

Parties involved in the policy's development and consultation

Headteacher of Coram House.

Deputy Headteacher of Coram House and PSHE coordinator.

Parents contributing feedback and views about RE provision.

Governing body and Coram House SLT.

All school personnel, parents and carers have been made aware of this policy.

This policy document is available to view on the school website and hard copies are available from the school's office

Links with other policies

Due to the nature of the subject, this policy should be read and implemented in conjunction with other policies.