**Getting started with your Relationships Education policy**

*This template should be used in conjunction with the* [*statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf) *and the* [*Sex Education Forum policy guidance*](https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance)*.*

**Name of school:** […]

**Who this policy has been approved by:** […]

**Date of approval:** […]

**Review date:** […]

**1. Defining Relationships Education**

Relationships Education in primary school teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Relationships Education is an integral element of a broader personal, social, health and economic (PSHE) education programme.

It is compulsory for primary schools to teach Relationships Education from September 2020.

**2. Aims of Relationships Education**

Through teaching Relationships Education, we aim to equip children with the information, skills and values to have safe, fulfilling relationships. Quality Relationships Education promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others.

It aims to teach children about:

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

This is consistent with our values and ethos as a school [which are…]

**3. Teaching Relationships Education**

In line with the government’s statutory guidance on teaching Relationships Education, we teach the following:

|  |  |  |
| --- | --- | --- |
| **Subject content** | **How and when this is taught** | **Who is responsible for teaching** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |

We use the following resources to teach Relationships Education:

* [state what resources are used]
* [state whether any external visitors are used, and that they are not used to enhance rather than replace teaching]

Relationships Education will be taught in an inclusive way to foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

Relationships Education is monitored and evaluated through […]

Teachers are supported to deliver Relationships Education through […]

*Science curriculum*

National Curriculum science in primary school includes learning about parts of the body, growth, reproduction, life cycles, ageing and the changes experienced in puberty (year 5). Science is compulsory for all pupils.

**4. Accessibility**

Relationships Education is particularly important for pupils with special education needs and disabilities (SEND). There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. We will ensure that the subject content is accessible for all pupils [through…]

**5. The role of parents/carers**

We wish to build a positive and supportive relationship with parents/carers through mutual understanding, trust and co-operation. We will therefore:

* [list what the school will do e.g. informing when certain topics will be taught, inviting parents/carers to view the resources used, answer queries on what pupils will be learning, encourage parents/carers to be involved in reviewing the school policy…]

Parents/carers are not able to withdraw from Relationships Education at primary school as it is important for all children to be taught topics such as family, friendship and safety (including online safety).

[If the school decides to teach sex education it should be made clear to parents/carers that they do have the right to withdraw from this, but will not be able to withdraw from wider Relationships Education or the science curriculum]

**6. Wider context and our statutory duties as a school**

It is [compulsory](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) for all primary schools to teach Relationships Education from September 2020.

Relationships Education forms part of our Personal, Social, Health and Economic (PSHE) Education, and is a key aspect of our role as a Healthy School which we are currently [working towards/Bronze award/Silver award/Gold award].

We are committed to being an inclusive school, and comply with the relevant requirements of [The Equality Act 2010](https://www.gov.uk/guidance/equality-act-2010-guidance), with particular attention to the [public sector Equality Duty](https://www.gov.uk/guidance/equality-act-2010-guidance#public-sector-equality-duty). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Relationships Education helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Schools have a legal duty to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges ([Keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2))

Relationships Education also contributes to our policies on confidentiality, bullying, emotional wellbeing and equalities.

**7. How this policy was produced**

This policy was produced by:

* [Insert how pupils’ needs have been assessed and understood e.g. surveys, consultation activities]
* [Insert how parents/carers, staff and governors have been engaged]
* [Where relevant, insert if any local faith groups or diocesan boards have been engaged]

This policy will continue to be reviewed and updated by:

* [Advise how will the school continue to communicate with parents/carers and pupils]