



Relationships Education (Primary) Policy

Document provenance

This policy was approved as follows –

E-ACT Board of Trustees – Education Committee

Date: May-19

Frequency of review:

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every two years. Should no substantive changes be required at that point, the policy will move to the next review cycle.

ELT Owner: National Director of Education

Summary of changes at last review:

- Title
- Withdrawal of parental consent from 2020

Related policies

- Relationships and Sex Education (secondary) Policy

Summary of policy:

The policy outlines the legal framework around relationship education for primary school pupils and explains how the curriculum content will be determined and quality assured.

Academy contact for policy questions:

E-ACT national contact for policy questions:

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Relationships Education (Primary) Policy

1. Introduction and Purpose

1.1. Relationships education is a key part of helping children and young people to stay safe and be well-prepared for life in modern Britain. This policy outlines the legal framework around relationship education for primary school pupils, how the curriculum is planned and quality checked and confirmation that from 2020 pupils cannot be withdrawn from these lessons by their parents. Parents should be aware that our academies have to uphold the legal duties set out in the Equality Act 2010 and not discriminate against anyone with protected characteristics.¹

2. Scope

2.1. This policy applies to all E-ACT primary academies.

3. Legislation and Regulation

3.1. The legal framework and guidance comes into effect from September 2019 and is an amendment to the Children and Social Work Bill of 2017. Section 34 states:

- 3.1.1. Relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;
- 3.1.2. Relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.

3.2 The regulations must include:

- 3.2.1 Schools to make statements of policy in relation to the education to be provided, and to make the statements available to parents or other persons;
- 3.2.2 The circumstances in which a pupil (or a pupil below a specified age) is to be excused from receiving relationships and sex education or specified elements of that education.
- 3.2.3 When relationships education or relationships and sex education is given, the pupils learn about:
 - Safety in forming and maintaining relationships,
 - The characteristics of healthy relationships, and
 - How relationships may affect physical and mental health and well-being.

3.3 The education is appropriate having regard to the age and the religious background of the pupils.

¹ <https://www.gov.uk/guidance/equality-act-2010-guidance>

4. Policy Statement

4.1. The academy aims to:

- Help pupils to respect themselves and others
- Support pupils through their physical, emotional and moral development
- Develop skills and understanding to enable pupils to make healthy responsible choices about their health and wellbeing
- Help pupils move more confidently and responsibly into adolescence
- Help pupils to learn about the full range of different relationships in modern Britain
- Help pupils to keep themselves safe from inappropriate behaviour.

5. Coordination and Implementation

5.1 The proposed content of a programme of relationship education from Reception to Year 6 will be determined by each academy and overseen by the Regional Education Directors.

5.2 The headteacher in each primary academy will oversee the planning of a programme of content for relationships education. Each Regional Education Director will review this on an annual basis with our primary headteachers. The headteachers will ensure it is age appropriate, meets all statutory guidance and is taught well.

5.3 The National Curriculum science states that at Key Stage 2, children should learn:

- That life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle.

5.4 Relationships education is coordinated by the Personal, Health, Social and Economic (PSHE) coordinator and delivered through:

- Themes and topics
- RE and Philosophy for children
- The science curriculum
- Pastoral, circle time and assemblies.

6 The role of parents

6.1 We wish to build a positive and supporting relationship with the parents of children at the academy through mutual understanding, trust and cooperation.

6.2 In promoting this objective, we:

- Inform parents about the academy's relationship education policy and practice
- Answer any questions that parents may have about the relationship education of their child
- Inform parents about the best practice known regarding relationship education.

6.3 We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

6.3.1 We will arrange a meeting for parents and carers of children in Year 6, and as deemed appropriate other year groups, to discuss the programme of relationship education lessons. We will explain what the issues are and how they are taught and give parents and carers the opportunity to see the materials the academy uses in its teaching.

6.3.2 Parents should be aware that from September 2020, parents will no longer have the right to withdraw their child from any part of our relationships education programmes at primary or secondary level. The Department for Education (DfE) will produce further guidance in relation to this over the next few months and we will work with parents to help everyone understand why this is important.

6.3.3 Until then, if a parent wishes their child to be withdrawn from relationship education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

7 Training

7.1 Headteachers are responsible for organising the training of staff and assuring the quality of this training.

7.2 Staff will receive training that equips them with the knowledge and understanding to deliver our E-ACT policy and programme of relationship education lessons with sensitivity.

8 Responsibilities

8.1 The following responsibilities apply in relation to this policy:

- The Board of Trustees is responsible for evaluating the impact of the policy and for reviewing it annually to ensure compliance with statutory regulations.
- The National Director of Education and the Regional Education Directors are responsible for monitoring the implementation and impact of the policy.
- Headteachers are responsible for implementing the policy and assuring high quality in the teaching of relationships education.

9 Monitoring and Compliance

9.1 This policy will be monitored in Regional Performance Boards (RPBs) throughout the year.

9.2 The Regional Education Directors will work with headteachers to review the quality and impact of the relationship education policy and provide an evaluation to the Executive Leadership Team (ELT) about the quality of staff training.