**The Livity School**

**Relationships Education**

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## 1. Aims

The Livity School delivers the Relationships Education Curriculum to all pupils. There is a focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. We aim to educate and equip our pupils with skills and knowledge for life. We carefully consider individual children’s needs and priorities and cater for a range of stages of learning within curriculum pathways.

Depending on the age and stage of our children’s individual needs the aims of relationship education at our school are to:

* Help pupils develop understanding of what positive relationships are.
* Support children to learn how to take turns, share and to treat each other with kindness.
* To teach children about permission seeking and giving.
* To teach children the concept of personal privacy.
* To teach children the differences between appropriate and inappropriate or unsafe physical, and other contact.
* Teach our children how to respect others by understanding one’s own and others’ boundaries in play and through negotiations about toys, apparatus etc.
* Address online safety and appropriate behaviour in a way that is relevant to pupils’ lives.
* Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
* Teach pupils appropriate vocabulary to describe themselves and their bodies.
* Equip our pupils with the skills for life beyond school, including how to keep themselves safe.
* Prepare older pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

## 2. Statutory requirements

### The Livity School

As a maintained special needs primary school, we must provide Relationships Education to all pupils under section 34 of the [Children and Social Work Act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted) We follow the statutory guidance from Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.

In teaching Relationships Education, we must have regard to [guidance](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

We must also have regard to our legal duties set out in:

* Sections 406 and 407 of the Education Act 1996
* Part 6, chapter 1 of the [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents)
* The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Livity School, we teach Relationships Education as set out in this policy.

## 3. Policy development

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

1. Review – a working group pulled together all relevant information including relevant national and local guidance. A review was also discussed with the Full Governing Body.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/carer consultation – parents and carers were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their Relationships Education.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 4. Definition

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Relationships Education involves a combination of sharing information and exploring issues and values.

Relationships Education is not about the promotion of sexual activity.

## 5. Curriculum

Our Relationships Education Curriculum is set out as per Appendix 1.

We have developed the curriculum in consultation with parents, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils.

## 6. Delivery of RSE

Relationships Education is taught within ‘Personal, Social and Emotional’ (PSED) aspects of the Early Years Curriculum within the Explorers’ and Discoverers’ Curriculum it is taught within ‘Me and My Community’ and in the Adventurers’ Curriculum in ‘Personal and Social Development’ (PSD).

SoSafe is used to deliver part of our Relationships Education Curriculum. SoSafe is a set of visual and conceptual tools designed to promote social safety for those with an intellectual disability and/or Autistic people. The SoSafe website and information is available [here.](https://www.sosafeprogram.com/)

External providers do not currently form part of our Relationships Education Curriculum delivery at The Livity School. However, if changes were made, parents would be informed. The school remains responsible for what is said to pupils. This includes ensuring that tools and resources don’t undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

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

In EYFS, Explorer, Discoverers’ classes Relationships Education is embedded into the curriculum whenever relevant.

In Adventurers’ classes it is taught as a stand-alone lesson once a week.

For more information about our Relationships Education Curriculum, see Appendix 1.

### 6.1 Inclusivity

At The Livity School we aim to celebrate diversity and promote inclusivity. This is considered across our curriculum design, as well as being a significant factor in provision for broader personal development of pupils. We aim to teach the topics covered by Relationships Education in a manner that:

* Considers how a diverse range of pupils will relate to them.
* Acknowledges and respects different cultural and religious views.
* Takes care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures).
* Is sensitive to all pupils’ experiences and situations. reflecting that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also:

* Make sure that pupils learn about these topics in an environment that’s appropriate for them.
* Give careful consideration to the level of differentiation needed.
* Ensure that the lessons make pupils feel:

- Safe and supported.

- Able to engage with the key messages.

* Inform parents of any pupil questions or areas of interest that go beyond the scope of the school curriculum.
* We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violence, FGM, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 6.2 Use of resources

We **will** consider whether any resources we plan to use:

* Are aligned with the teaching requirements set out in the statutory Relationships Education guidance
* Would support pupils in applying their knowledge in different contexts and settings
* Are appropriate, given the age, developmental stage and background of our pupils
* Are evidence-based and contain robust facts and statistics
* Fit into our curriculum plan
* Are from credible sources
* Are compatible with effective teaching approaches
* Are sensitive to pupils’ experiences and won’t provoke distress

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the Relationships Education Policy and hold the Headteacher to account for its implementation.

### 7.2 The headteacher

The Headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of Relationships Education (see section 8).

### 7.3 Staff

Staff are responsible for:

1. Delivering Relationships Education in a sensitive way
2. Modelling positive attitudes to Relationships Education
3. Monitoring progress
4. Responding to the needs of individual pupils
5. Responding appropriately to pupils whose parents wish them to be withdrawn from the nonscience components of Relationships Education

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the Headteacher.

All class teachers are responsible for teaching Relationships Education at The Livity School.

## 8. Parents’ right to withdraw

Parents have the right to withdraw their children from the components of Relationships Education at primary school.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and sent to admin@thelivity.lambeth.sch.uk addressed to the Headteacher. A meeting will be arranged with the parents and a member of SLT to discuss which components of Relationships Education the parent wishes their child to be withdrawn from.

A copy of withdrawal requests will be placed in the pupil’s educational record. The Headteacher will seek to meet with parents to discuss the request and take appropriate action. There may be exceptional circumstances where the Headteacher may want to take a pupil’s specific needs arising from their SEND into account when making this decision. Home liaison support will, always be offered to parents as part of this process.

Alternative schoolwork will be given to pupils who are withdrawn from some aspects of Relationships Education.

## 9. Training

Staff training Relationships Education is included in our continuing professional development calendar. Any changes to curriculum or policy, are shared with teaching staff.

## 10. Monitoring arrangements

The delivery of Relationships Education is monitored by the curriculum leads, through learning walks and photo evidence recorded on the Evidence for Learning platform. Progress is reviewed 3 times over the year, through written feedback via Evidence for Learning.

Pupils’ development in Relationships Education is monitored by class teachers as part of our internal assessment systems.

Data is collected for PSED, Me and My Community and PSD at the end of each term.

This policy will be reviewed by the curriculum leads every year, or in line with government guidance. At every review, the policy will be approved by the governing body.

**Appendix 1: Curriculum map**

**PSHE, Relationships policy Long Term Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| EYFS and Explorers | Autumn Term | Spring Term | Summer Term |
| Year A and B – Following EYFS PSED | Making Relationships  Self-Confidence and Self-Awareness Managing Feelings and Behaviour | Making Relationships  Self-Confidence and Self-Awareness Managing Feelings and Behaviour | Making Relationships  Self-Confidence and Self-Awareness  Managing Feelings and Behaviour |

|  |  |  |  |
| --- | --- | --- | --- |
| Key Stage 1 | Autumn Term | Spring Term | Summer Term |
| Year A and Year B | Knowing me and my emotions | Healthy Living | Living in the wider world |
|  | Relationship Education |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Lower Key Stage 2 | Autumn Term | Spring Term | Summer Term |
| Year A and Year B | Ourselves and Others | Healthy Body, Healthy Mind | Being Safe in my Community |
|  | Relationship Education |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Upper Key Stage 2 | Autumn Term | Spring Term | Summer Term |
| Year A and Year B | Understanding Myself | Health and Wellbeing | Citizenship |
|  | Relationship Education |  |

Appendix 2: Parent form: withdrawal from Relationships Education

### The Livity School: right to withdraw from Relationships Education

|  |  |  |  |
| --- | --- | --- | --- |
| TO BE COMPLETED BY PARENTS | | | |
| Name of child |  | Class |  |
| Name of parent |  | Date |  |
| Reason for withdrawing from Relationships Education | | | |
|  | | | |
| Any other information you would like the school to consider | | | |
|  | | | |
| Parent signature |  | | |

|  |  |
| --- | --- |
| TO BE COMPLETED BY THE SCHOOL | |
|  | Agreed actions from discussion with parents |
|  |  |
|  |  |