



Marsh Green Primary

School



Relationships Policy



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Overview

Marsh Green Primary School's approach to, and the content of, its relationships teaching will be differentiated appropriately to reflect the different ages and levels of maturity of the pupils being taught. In this school, effective relationship education is seen to be essential if young people are to make responsible and well-informed decisions about their lives. It will not be delivered in isolation nor will it promote sexual orientation or sexual activity, however if the issues arise it will be tackled in a sensitive and appropriate manner. The teaching of relationships will be firmly rooted to our school ethos, PSHE and other aspects of the curriculum (e.g. Science - to focus on puberty, bodily changes and other changes in life). It will be part of lifelong learning about physical, moral and emotional development. It will be about the understanding of the importance of a stable and loving relationships for family life, respect, love and care. It will also be about the teaching of sex, sexuality, and sexual health. It is not concerned with the promotion of sexual orientation or sexual activity.

All the work completed on relationships will be age appropriate building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

Objectives

1. To help and support young people through their physical, emotional and moral development.
2. To help young people learn to respect themselves and others and move with confidence from childhood, through adolescence, into adulthood.
3. To help learners develop the skills and understanding they need to live confident, healthy and independent lives.
4. To help learners understand and deal with difficult moral and social questions.
5. To teach sensitively, and when appropriate for learners, about sex, sexuality, and sexual health.
6. To help learners understand the importance of a stable and loving relationship for family life, stable and loving relationships, respect, love and care.
7. To know who to go to for help and support
8. To understand different relationships: including friendships, family relationships and dealing with strangers
9. How relationships may affect health and wellbeing, including mental health
10. To understand what constitutes a healthy relationship, including those on-line

Strategies

1. Learners will be taught about the nature and importance of stable relationships (including marriage) for family life and bringing up children, but learners will also be taught that there are strong and mutually supportive relationships outside immediate family relationships.
2. Learners will be taught the significance of stable relationships (including marriage) as key building blocks of community and society.
3. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.



4. Learners will be given accurate information. This will help when developing skills to enable them to understand difference, respect for themselves and others. This process is also essential in preventing and removing prejudice
5. Relationship education will contribute to the promotion of the spiritual, moral, cultural, mental and physical development of pupils at school and of society. It will prepare pupils to meet the opportunities, responsibilities and experiences of adult life.
6. Relationship education will not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.
7. It will enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity. It will help them to acquire the knowledge and skills which are so vital in preparing them to face the many conflicting pressures from society on young people today.
8. There will be a graduated, age-appropriate, programme of sex and relationship education. Teaching methods will take account of the developmental differences of children.

Links with other policy

PSHE
Science
Computing
Anti - Bullying

Agencies involved

NSPCC – underpants rule/ Childline
Restorative Solutions underpants rule and sex and exploitation workshops

Parents

Parents will be notified in advance if any *physical* aspects are to be discussed in class e.g. bodily development / changes covered in Y5/6. Parents have the right to withdraw their children from this by notifying the school. Parents are also reminded that they are free to come into school to discuss sex / relationships education (or any other aspect of the curriculum) at any time.

Outcome

Effective sex and relationship education will be achieved through a whole-school approach which will ensure that the school's policy and educational programme is tailored to the age and physical and emotional maturity of the children. Staff will be given appropriate training and support to carry out their work sensitively.

Reviewed April 2020

Next review April 2022