



Norfolk House School

Relationships Education Policy

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1. Introduction

- 1.1. The School believes that effective relationships education is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of relationships education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood. The School recognises that to embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects should support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- 1.2. The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationships education programme is intended to complement and support the role of parents and carers in educating their children about relationships.
- 1.3. The School recognises an aim of this policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection.
- 1.4. The School recognises the central role that the relationships education programme plays in key regulatory standards: for example, through the School's accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development; and leadership and management.
- 1.5. The School recognises the role of the pupil voice in creating, developing and reviewing the relationship education programme and school culture.
- 1.6. The School relationships education programme reflects and supports the School Statement of Ethos and Aims, especially the following aspects:
 - 1.6.1. A safe, caring and happy environment is the essential foundation for a child's development.
 - 1.6.2. Each child is an individual with their own unique blend of abilities, needs, ideas and aspirations, and should be nurtured as such.
 - 1.6.3. Respect, fairness, tolerance and compassion should always characterise our approach towards others.
 - 1.6.4. Service to the wider community is central to our outlook.

- 1.6.5. Religious, cultural and social diversity is to be valued and celebrated.
- 1.6.6. To promote a positive, supportive, family atmosphere which empowers each child to learn, develop and thrive.
- 1.6.7. To provide pastoral care which supports and nurtures each child as an individual.
- 1.6.8. To emphasise in every area of school life the importance of honesty, good manners, goodwill and mutual respect.
- 1.6.9. To inspire each child to be a caring and responsible citizen who strives to make a positive contribution to the community.
- 1.6.10. To acknowledge and celebrate the rich diversity of religious, cultural and social backgrounds within the school community and beyond.

2. Scope and application

- 2.1. This policy applies to all pupils at the school including those in the EYFS, and all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers).

3. Regulatory framework

- 3.1. This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1. Education (Independent School Standards) Regulations 2014;
 - 3.1.2. *Statutory framework for the Early Years Foundation Stage* (DfE, Sept 2021);
 - 3.1.3. Education and Skills Act 2008;
 - 3.1.4. Education Act 2002;
 - 3.1.5. Children Act 1989;
 - 3.1.6. Equality Act 2010;
 - 3.1.7. Children and Families Act 2014;
 - 3.1.8. Children and Social Work Act 2017;
 - 3.1.9. Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2. This policy has regard to the following guidance and advice:
 - 3.2.1. it is based on statutory guidance from the DfE [Relationships education, relationships and sex education and health education](#) (DfE, Sept 2021);

- 3.2.2. [Keeping children safe in education](#) (DfE, September 2023) (**KCSIE**);
- 3.2.3. [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, July 2022);
- 3.2.4. [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (DfE, December 2020)
- 3.2.5. [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, Sept 2021);
- 3.2.6. [Searching, screening and confiscation: advice for schools](#) (DfE, July 22);
- 3.2.7. [Respectful school communities: self review and signposting tool](#) (DfE)
- 3.2.8. [Tom Bennett independent review of behaviour in schools](#) (March 2017)
- 3.2.9. [Relationships education, relationships and sex education and health education FAQs](#) (DfE, Sept 2021), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*; and
- 3.2.10. [Relationships, sex and health education: guide for schools](#) (DfE, Sept 2021), DfE guide for parents that schools can use to communicate about teaching relationships and health education.
- 3.2.11. [Plan your relationships sex and health curriculum](#) (DfE, September 2020)
- 3.2.12. [Teaching about relationships, sex-and health](#) (DfE September 2020)
- 3.3. The following School policies, procedures, documents and resources material are relevant to this policy:
 - 3.3.1. Child Protection and Safeguarding Policy and Procedures;
 - 3.3.2. Behaviour and Discipline Policy;
 - 3.3.3. Risk Assessment Policy for Pupil Welfare;
 - 3.3.4. Anti Bullying Policy;
 - 3.3.5. Special Education Needs and Disability (SEND) Policy;
 - 3.3.6. PSHCE Policy;
 - 3.3.7. Online Safety Policy;
 - 3.3.8. Acceptable Use Policy;

3.3.9. Curriculum Policy;

4. Publication and availability

- 4.1. This policy is published on the School's website
- 4.2. This policy is available free of charge in hard copy on request.

5. Definitions

- 5.1. Where the following words or phrases are used in this policy:
 - 5.1.1. references to the Proprietor are references to the Board of Directors of Norfolk House School Limited.
 - 5.1.2. references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

6. Responsibility statement and allocation of tasks

- 6.1. The Proprietor has overall responsibility for all matters which are the subject of this policy including the approval of this policy.
- 6.2. The Proprietor is required to ensure that all those with leadership and management responsibilities at the School actively promote the wellbeing of pupils. The adoption of this policy is part of the Proprietor's response to this duty.
- 6.3. The School will take a whole school approach to relationships education. The School will appoint an appropriate senior teacher in a leadership position with dedicated time to lead specialist provision, e.g. a Personal, Social, Health and Economic (**PSHCE**) education co-ordinator, with responsibility for the curriculum area. The subject leader will hold at least termly meetings with the pupil body; the Senior Leadership Team and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.
- 6.4. To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head of Pastoral Care	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	“ “	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	“ “	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	“ “	As required, and at least annually
Formal annual review	Proprietor, Headmistress, Head of Teaching and Learning	Annually

7. Definition of relationships education

- 7.1. Relationships education for primary education is part of the PSHCE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about 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; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.

- 7.2. Sex education is not compulsory in primary schools, and is not offered at Norfolk House School. The School science scheme of work includes reference to the subject in related areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

8. Equality

- 8.1. The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 8.2. The School will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled.
- 8.3. The School will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- 8.4. As part of this whole school approach, the School (including through the PSHCE co-ordinator and Senior Leadership Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships education programme and School culture.
- 8.5. **Students with special educational needs and disabilities (SEND):** relationships education will be accessible for all pupils and teaching will be differentiated and personalised. The School is aware that some pupils are

more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

- 8.6. **Equality and respect:** the School will ensure that, in the teaching of relationships education, the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. The School complies with all applicable provisions of the Equality Act 2010, including those relating to protected characteristics, and the teaching of content in relation to protected characteristics is fully integrated into programmes of study in a sensitive and age appropriate manner.
- 8.7. The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of the school to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 8.7.1. in the way it provides education for pupils;
 - 8.7.2. in the way it provides pupils access to any benefit, facility or service; or
 - 8.7.3. subjecting them to any other detriment.
- 8.8. The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

9. Curriculum content

Early Years Foundation Stage (Transition and Reception)

- 9.1. Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1 (Years 1 and 2)

- 9.2. The children in Key Stage 1:
- 9.2.1. have opportunities to gain knowledge and skills necessary to build and maintain healthy relationships;
 - 9.2.2. consider the effect of their behaviour on other people and identify and respect differences between people;
 - 9.2.3. discuss different ways in which family and friends care for one another;
 - 9.2.4. are able to explain ways of keeping clean ;
 - 9.2.5. are able to name the main parts of the human body; and

- 9.2.6. are able to explain that people grow from young to old.
- 9.3. Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.
- 9.4. In Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2 (Years 3, 4, 5 and 6)

- 9.5. The children in Key Stage 2:
- 9.5.1. have the opportunity to express their views and respect those of others;
 - 9.5.2. discuss some of the bodily and emotionally changes that occur at puberty and how to deal with these in a positive way;
 - 9.5.3. practice skills in making judgements and decisions;
 - 9.5.4. are able to list some ways of resisting negative peer pressure around issues affecting their health and well-being; consider different types of relationship (for example marriage or friendships); and
 - 9.5.5. discuss ways in which people can maintain good relationships (for example listening, supporting, caring).
- 9.6. In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.
- 9.7. In RE and PSHCE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

10. Curriculum delivery

10.1. We believe that Relationships Education should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. Relationships Education is taught predominantly within the PSHCE curriculum, but elements will be seen in most curriculum areas.

10.1.1. Biological aspects of Relationships Education are taught within the Science curriculum

10.1.2. Online safety is taught in ICT

10.1.3. Social elements are taught in Religious Education, Drama and Outdoor learning.

10.1.4. Other aspects may be discussed during various subjects such as History and English, when appropriate.

10.2. Relationships Education will be predominantly taught in class groups by Form or Subject Teachers throughout the school. Relationships Education is delivered as a 'rolling programme' and support from professionals will be used as appropriate. Relationships Education lessons are set within the wider context of the PSHCE curriculum and address the emotional aspects of development and relationships and the physical aspects of puberty.

10.3. The Science curriculum is delivered by Science specialists. These lessons are more concerned with the physical aspects of development, although the importance of relationships is not forgotten. Any Relationships Education lesson may consider questions or issues that some children will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, teachers will aim to answer them honestly, within the ground rules established at the start of the sessions. Prior to any lessons on puberty taking place, parents are written to with an outline of the content of the lessons and they are invited to see lesson plans and resources used if they so wish.

10.4. Relationships Education has three main elements:

Attitudes and Values

10.5. Learning about the values of family life and stable relationships.

10.6. Learning the value of respect, love and care.

10.7. Exploring, considering and understanding moral dilemmas.

10.8. Developing critical thinking as part of decision making.

- 10.9. Learning the importance of values, individual conscience and moral choices.
- 10.10. Learning about the nurture of children.
- 10.11. Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

Personal and Social Skills

- 10.12. Learning to manage emotions and relationships confidently and sensitively.
- 10.13. Developing self-respect and empathy for others.
- 10.14. Learning to make choices based on the understanding of differences and with the absence of prejudice.
- 10.15. Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.
- 10.16. Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- 10.17. Information about healthier, safer lifestyles
- 10.18. Understanding the importance of appropriate, respectful and consensual relationships
- 10.19. Learning and understanding physical development at appropriate stages.
- 10.20. Understanding human emotions, relationships, reproduction and sexuality.
- 10.21. Learning about and understanding the importance of staying safe online and of developing healthy, consensual online relationships.

11. Assessment

- 11.1. There will not be any formal assessments of relationships education, however, in order to promote the value of the programme, teachers will be expected to plan, teach and assess the subject in accordance with the high expectations across the School in other subject areas. This will be monitored by the PSHCE co-ordinator.

12. Resources

- 12.1. The School will assess the resources it will use prior to delivery of the programme and keep the resources under review.

12.2. The PSHCE co-ordinator will lead the collation, assessment, review and use of these resources.

13. Pupil questions

13.1. The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner and in partnership with parents, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate that a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

14. Safeguarding, reports of abuse and confidentiality

14.1. The School will follow *Keeping children safe in education (KCSIE)* and will ensure pupils are taught about safeguarding, including about how to stay safe online and respectful relationships. Pupils will be made aware of how to raise concerns or make a report and how any report will be handled.

14.2. Teachers will follow the School's policy on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's safeguarding policy if a child protection issue is raised.

14.3. In addition, but not alternatively to following the School's safeguarding and child protection policy, teachers will also consider whether any anti-bullying and / or disciplinary issues arise following any pupil concerns and will follow the School's Behaviour and Discipline Policy and / or the School's Anti Bullying policy as appropriate.

14.4. The School will encourage pupils to talk to their parents or carers and support them to do so. The School will also inform pupils of sources of confidential help, for example Childline.

14.5. Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

15. Parents' and carers' participation

15.1. The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:

15.1.1. teaching their children about relationships;

15.1.2. maintaining the culture and ethos of the family;

15.1.3. helping their children cope with the emotional and physical aspects of growing up;

15.2. The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education programme. See Appendix 1.

15.3. The School will communicate to parents what will be taught and when in delivering relationships education.

16. Consultation

16.1. This policy has been produced in consultation with parents, teachers and pupils and seeks to take into account the views of the School community.

17. Training

17.1. The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

17.2. The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. This will include training of all teaching and pastoral staff in accordance with the Department for Education teacher training materials in respect of relationships education.

17.3. The School maintains written records of all staff training.

18. Record keeping

18.1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

18.2. All matters arising from this policy involving a child protection issue will be recorded and dealt with under the school child protection and safeguarding policy.

18.3. The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

19. Monitoring, evaluation and review

19.1. The Head of Pastoral Care with responsibility for PSHCE, Head of Science, and Form Teachers will ensure that:

19.1.1. all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;

19.1.2. staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices;

19.1.3. staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;

19.1.4. any review of the programme includes an opportunity for the views of parents to be considered;

19.1.5. any review of the programme includes an opportunity for the views of teachers and pupils to be considered;

19.1.6. the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

20. Version control

Date of adoption of this policy	26.7.21
Date of last review of this policy	11.10.23
Date for next review of this policy	11.10.24
Policy owner (SLT)	Head of Pastoral Care
Policy owner (Proprietor)	Chair of Directors

Appendix 1: Parents' consultation

General principles

Teaching about relationships is nothing new for schools – in this School relationships education is already covered through PSHCE education, an established curriculum subject.

We will consult with parents when developing and reviewing our policies for relationships education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward.

We will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery. We may adapt our timescales, process and content to respond to the needs of the School.