

Relationships Education Policy

~Blackwell First School~

Introduction - During their time at Blackwell, children will develop the school's values and key competencies in line with our vision and also develop the outline subject knowledge, personal qualities and skills as set out in the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

School Vision

At **Blackwell First School** we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of development of skills for life, social and moral values and academic success.

Values - **Respectful and responsible citizens *Competent and confident learners *Aspirational individuals*

Key competencies - **Co-operation *Communication *Independence *Resilience *Problem solving*

As in all subject areas at Blackwell, the curriculum for Relationships Education prioritises the values and key competencies, through the use of aspirational subject content selected for teaching, the use of resources and teaching methods and the provision and opportunities that are carefully chosen.



PSHE- Relationships Education (Intent)

According to the PSHE statutory guidance (Feb 2020), PSHE is an important and necessary part of all pupils' education. Relationships Education is compulsory for all pupils receiving primary education.

Blackwell's curriculum for Relationships Education reflects the needs of our pupils and is informed by statutory guidance (Relationships Education, RSE and Health Education, July 2019). We set the building blocks for positive, healthy, respectful relationships, focusing on family, friendships and relationships with other children and with adults, in all contexts, including online.

This is achieved by ensuring children:

- understand the meaning of positive, healthy, respectful relationships;
- understand the importance of a growth mindset;
- know how to treat each other with kindness, consideration and respect and understand the importance of honesty and truthfulness,
- establish personal space and boundaries, understanding the differences between appropriate and inappropriate or unsafe physical contact and understand the importance of permission seeking and giving.
- know how to recognise and report abuse, including emotional, physical and sexual abuse;
- make sensible decisions to stay safe (including online) and understand why victim blaming is wrong;
- take part in social action, active citizenship and voluntary service locally or more widely.



Teaching approach (Implementation)

Parents have the right to withdraw their child from any sex education delivered in primary schools, other than, as part of the science curriculum. Relationships Education is compulsory for all children receiving primary education and therefore parents do not have the right to withdraw their child. Lessons on the human body, growth, change and reproduction in plants and animals form part of the science curriculum which is also compulsory.

At Blackwell First School we build, where appropriate, on the statutory content of the National Curriculum, Early Years Foundation Stage and statutory guidance as the basis for planning, alongside the PSHE Association and our own Blackwell Curriculum documents. We do this through PSHE lessons each half term, supplemented through Collective Worship, Philosophy 4 Children (P4C) and Dilemma Based Learning sessions. During PSHE lessons, children experience sequences of learning planned to develop the children's knowledge, skills and personal qualities to help them to make safe and informed decisions. Teachers use a range of resources such as stories, poems, photos, artwork, video clips and puppets to talk about subjects in an open and honest way, with discussion with parents where necessary. Speaking and Listening is integral to all PSHE teaching, following ELKLAN principles. Cross curricular links are made to ensure that children use and apply their learning. Learning partners form an essential part of Relationships Education and across the curriculum.

We are an inclusive school which provides a curriculum that embraces equality of opportunity and provides suitable mastery learning opportunities for all children by matching the challenge of the objective and task to the ability of the child. We achieve this through a range of strategies. In some lessons, children experience the same learning objective, which is differentiated, whilst in other lessons children work on different objectives, best suited to their needs (including SEND and G&T).

Overview of Planning (Implementation)

We carry out the curriculum planning in PSHE in three phases (long term, medium term and short term). Statutory guidance for PSHE along with year group long term plans and the Foundation Stage curriculum detail what we teach in the long term. The Blackwell Curriculum and PSHE Association units of work identify the key objectives in PSHE for each year group.

Our medium term plans, which we also base on statutory guidance, give details of the main teaching objectives for each teaching unit. These plans define what we teach and ensure an appropriate balance and distribution of work and teaching and learning styles across each half term. The PSHE subject leader is responsible for keeping and reviewing these plans.

Class teachers complete short term plans for the teaching of PSHE. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans and the subject leader monitors them.

Planning sequences for Relationships Education (Implementation)

Sequences of learning start with the revisiting of previous skills and the teaching of new skills. Significant work on Emotion Coaching and understanding emotional vocabulary is paramount to this work. Classroom working walls, displays and Continuous Provision areas in Early Years and Year 1, including language resources following ELKLAN principles, support the development of the learning sequence and provide learning prompts for the children to apply to their learning.

Planning for the wider Relationships curriculum (Implementation)

Through the use of Collective Worship to reinforce universal values the children receive daily reminders of how to develop and strengthen positive and healthy relationships with a focus on the UK and the wider world (both western and non-western, and ensuring gender stereotypes are tackled). Leading humanitarians feature on the main school historical timeline in the school hall and in each classroom.

During PSHE lessons, P4C sessions, afternoon clubs, extra-curricular clubs and Dilemma based Learning, teachers ensure the inclusion of ambassadors for Relationships Education and revisit ones previously encountered to broaden horizons and develop aspiration as well as develop the key competencies of the school.

Additional projects such as 'Special Places', volunteer work in the local community, school council initiatives, play leaders, Year 4 job scheme, local cluster school events, working with different age groups through 'Open the Book', supporting the education of **Shrikant** and a programme of care for our school pets supports the profile of Relationship Education in school.



Assessment, recording and reporting (Implementation)

Teachers assess children's work in Relationships Education in three phases. The short term formative assessments that teachers make as part of every lesson help teachers adjust their daily plans (see lesson plans) and is often assessment in the form of verbal feedback as well as considered adaptations for next steps in teaching. Teachers match these short term assessments to the learning objectives. They use medium term assessments to measure progress against the key objectives and to help them plan for the next unit of work. They use individual and group records (BLN assessment grids) as the recording format for this. Teachers make long term summative assessments towards the end of the school year and they use these to assess progress against school targets. With the help of these long term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. The next teacher also uses these long term assessments as the basis for planning work for the new school year. In order to track accelerated progress, a mastery toolkit has been devised which tracks children's progress in the school's key competencies.

Subject leadership (Impact)

Monitoring of the standards and progress of the children's work and the quality of teaching in PSHE, and more specifically, Relationships Education, is the responsibility of the PSHE subject leader, alongside the Management Team. The work of the subject leader also involves supporting colleagues in the teaching of PSHE, and more specifically Relationships Education, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The subject leader provides regular reports (SEF) in which she evaluates the strengths and weaknesses in PSHE and indicates areas for further improvement. Action plans are formed as part of the review cycle. The subject leader uses leadership time to review samples of children's work, discuss children's learning with them and undertake lesson observations of PSHE, and more specifically Relationships Education, teaching across the school.

Impact Overall

The school's SEF (self evaluation form) and its subject SEF for PSHE evidence the impact of the PSHE, including Relationships Education, curriculum on the knowledge developed as well as the impact on the school's values and key competencies. Teacher assessment, internal data, monitoring of pupil learning and pupil discussions all support the measuring of the impact of the school's PSHE, and more specifically Relationships Education, curriculum and provision.

Signed: *F. Webb* Fleur Webb (PSHE subject leader)



This policy will be reviewed and approved by the PSHE subject leader in consultation with Blackwell families, the head teacher and Governing Body.

