



# **Relationships Education Policy (Personal Development)**

## [Rights Respecting Schools](#)

### Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

## Rationale

At Excelsior we believe passionately that our innovative Personal Development curriculum and No Outsiders ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal Development lies at the cornerstone of our MAT ethos. We are preparing children for life in modern Britain, developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

## Definition

Relationship Education is compulsory in all primary schools from September 2020. DfE guidance (2019) states that primary schools must “put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts including online.” At Excelsior schools, our No Outsiders ethos helps to “foster pupil wellbeing and develop resilience and character”, developing, “personal attributes including kindness, integrity, generosity and honesty” (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: Foreword) at an age appropriate level.

This policy was updated following the DfE “Plan your relationships, sex and health curriculum” guidance, September 2020.

## Aims

At Excelsior we will deliver Relationship Education within our Personal Development curriculum. Our aims in Relationship Education are to:

- Develop skills and attitudes in our pupils that will enable them to participate fully and contribute positively whilst thriving in modern Britain.
- “To put in place the building blocks needed for positive and safe relationships of all kinds.” (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: FAQs)
- Ensure that pupils understand Britain is a country rich in diversity and difference. Individual characteristics make people unique; everyone has differences, and everyone is welcome in our school.
- Develop an inclusive environment with an understanding and appreciation of British values: democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faith or belief and those without faith.
- Provide clear information to parents and carers about the Relationship Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- Ask for feedback on this Relationship Education policy from parents and carers before it is ratified by Governors and in the future when it is amended. We welcome constructive dialogue so that we reach a mutual understanding of the aims. We will provide

opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

- Provide opportunities for parents and carers to join the school in the delivery of Relationship Education. This will be achieved through parent workshops where materials will be shared, and open lessons.
- Enable pupils to reflect on their own experiences, considering how they are developing character, personally and socially. Teach co-operation skills where pupils behave with integrity, feeling confident about their emerging selves and how they can contribute to school and to society.
- Enable children to reflect on their own mental health and consider how their actions affect the mental health of others.
- Provide opportunities for pupils to explore attitudes and beliefs that are different to their own or those of their family.
- Provide opportunities for pupils to consider the meaning and value of community and community cohesion in Britain today. To understand that communities are made up of people with diverse characteristics; for example, disabilities, ethnicities, sex, gender identity, sexual orientation, faith, age. British communities are diverse, and difference is a positive not a negative.
- Develop an understanding of the different families that exist in Britain today including families with same sex parents. The DfE guidance (September 2020) says, "Primary schools are strongly encouraged and enabled, when teaching about different families, to include families with same sex parents."
- Develop an understanding of stereotypes and the harm they can do. Ensure all children know they are welcome and included regardless of personality. The DfE guidance (September 2020) says when teaching about gender and biological sex, "You should not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear." At Excelsior we believe it is not for any adult to question or define a child's gender identity.
- Provide access to age appropriate resources when teaching about gender and biological sex. The DfE guidance (September 2020) says, "Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity should not be used." The materials we use will explore acceptance, non-judgement and inclusion; there is no suggestion that non conformity to gender stereotypes is synonymous with having a different gender identity and no adult will suggest to a child that their body is wrong and in need of changing. The DfE guidance September 2020 states, "teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing."
- Ensure children recognise signs of sexual harassment including online and understand sexual harassment and online sexual abuse are not tolerated.
- Ensure all students receive the support and respect they need as they move through the school and provide the skills to show empathy and support to peers if and when it is needed. The DfE guidance states, "Teachers should always seek to treat individual students with sympathy and support."
- Develop an understanding of the protected characteristics listed in the Equality Act 2010 and gain a historical perspective of how equality and freedoms have been won over time and should not be taken for granted.

- Learn to understand, accept and respect a diverse community as something that generates benefits for all members. Develop an enthusiasm for diversity and difference in order to thrive as part of a vibrant and cohesive British society, therefore being resilient to potential radicalisation in later life.

### Planning

Relationship Education, as part of the Personal Development curriculum, is delivered by class teachers through weekly lessons in each year group and through Rights Respecting Schools sessions. It is also delivered through weekly assemblies where children discuss images taken from current news stories and relate those stories to their own lives while exploring and considering the lives of others.

Planning will be provided by the Excelsior Personal Development Lead and Personal Development lead for each school in the Trust.

### Equality of Opportunity

At Excelsior we consider that all pupils and adults should have equal access to Relationship Education, regardless of gender, race, faith, age, disability, sexual orientation, gender identity.

Each Excelsior school will ensure where support is needed for a pupil with additional needs to access a Relationship Education lesson, it is provided.

### The right to withdraw

Children may not be withdrawn from Relationship Education lessons. There is no reference to sex or reproduction in Relationship Education lessons. Parents are invited to view any new materials being used to teach Relationships Education as and when they are introduced.

### Assessment, record keeping and monitoring

Whole school questionnaires and pupil voice interviews held by members of the Senior Leadership Team in each school and the Personal Development Lead for the Trust will enable each school to assess attitudes and understanding of the curriculum and school ethos.

Regular book monitoring will also take place along with observations through learning walks and informal pop-ins.

### Resources

Each school in the trust will appoint a Personal Development lead to oversee Relationship Education. The Personal Development lead for Excelsior will support and provide resources for each school.

New parents to the school and parents of children who join in Reception will have the opportunity to view resources during a mutually suitable time.

### Staff training

At Excelsior we expect all staff to actively support and promote the aims of the Relationship Education policy and Personal Development curriculum. The Personal Development lead for the Trust will lead staff CPD each year to ensure all staff are confident in their contribution to the ethos.

### Links with other policies

This Relationship Education Policy should be read in conjunction with:

- The Excelsior Personal Development Policy (PD)
- The Excelsior Relationships and Sex Education (RSE) and Health Policy

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