



Relationships and Personal Development Policy

Our Vision:

Achievement, Belonging, Celebration: valuing every child through fostering independence, inclusion, trust and support.

Our Mission

Supporting our learners to develop holistic skills for life.

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Chair of Trust/Governor Signature:	

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Introduction

Relationship education is essential for all pupils; personal development is also important and targeted at pupils in relation to needs and maturity. However, the emphasis is placed on the importance of relationships. Relationship education at New Siblands forms part of the Social, Emotional and Mental Health (SEMH) area of our curriculum

In formulating this policy regard has been taken of guidance issued by the Secretary of State in the Document Sex and Relationship Guidance, DfES (Department for Education and Skills) July 2000.

Definition of Relationship and Personal Development Education

Relationship and Personal Development Education is referenced to the lifelong learning about physical, emotional and moral development. It is about the understanding and the importance of relationships, it is not about the promotion of sexual activity. Three key aspects include attitudes and values, personal and social skills, knowledge and understanding (see Appendix 1)

Aims

The programme will aim to:

- provide information appropriate for pupils to understand about the development of their own and other people's bodies
- develop pupils' knowledge and understanding in order that they stay safe and healthy
- promote an environment of trust and care

Values

The programme will encourage the following values:

- respect for self and others
- responsibility for their own actions
- awareness of family, friends, school and the wider community

Curriculum

Relationship and Personal Development Education will include:

Knowledge - body parts and development, personal hygiene and relationships, including family, friends and boy/girlfriends. Identities and preferences may also be included.

Skills will include dealing with feelings and emotions, personal safety, communication and asking for help.

Delivery

Approaches will vary and include topic work, pastoral care – tutor sessions etc, outside speakers e.g. school nurse, talking through story time and one –to-one sessions and information for parents.

The school's website includes information about the context of the relationship education programme.

Staff training

Appropriate training is given to staff delivering the programme

Use of professionals and visitors

Outside agencies may support the relationship and personal development programme and may include school health nurse, community nurse, skills based professional all of whom will work with the class teacher and the children and young people.

Answering difficult questions

As part of staff training, areas that will be covered include factual expertise, approaches and important ground rules. Dependant on the nature of questions these can either be answered in the class or

answered at a later time, or referred to leadership team or school nurse accordingly.

Working with parents

The school is committed to working with parents. Under the 1993 Education Act pupils can be withdrawn by their parents from part of sex education that is outside the compulsory elements of the science national curriculum. New Siblands places emphasis on the relationship and personal development, with appropriate sex education in relation to needs and maturity.

Parents are informed in writing before any personal development (sex) education is given, and they have the opportunity to opt out. Parents wishing to exercise their right must confirm in writing to the Head Teacher. Concerns of parents will be explored and the possibility of adjusting the programme to accommodate the needs of the child will be given consideration.

Appendix 1 Key Aspects of Relationships and Personal Development (Sex) Education

Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse;
- Learning how and when to say no so students are better able to safeguard themselves.

Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the difference between public and private and the activities that are undertaken in these places; and
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.