

# TRINITY SCHOOL



## Relationship Education

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First Revision:

Second Revision:

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Signed: \_\_\_\_\_ (Chair of Governors)

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- Leading Excellence in SEND Provision
- Ensuring Outstanding Person-Centred Achievement
- Including Everyone in Meaningful and Safeguarded Life

### **Purpose**

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

As a school which values personal development in our children and young people, we ensure our PSHE and relationship education policy is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of relationship education as part of the PSHE curriculum and aims to provide a secure framework within which staff can work.

### **Guiding Principles/Ethos**

Trinity School caters for SEND pupils from 3-19 and therefore has students in Primary, Secondary and the FEC. In the Primary phase we focus on relationships education. At Trinity we also teach relationships education as part of the PHSE Curriculum.

### **Aims**

The aim of relationship education as part of the PSHE programme of study is to:

- Teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
- Provide pupils with the knowledge and skills to develop positive, safe and meaningful relationships
- Enable pupils to develop skills and knowledge to support them in living safeguarded lives.
- Enable pupils to develop respectful attitudes and values, develop and raise self esteem, develop understanding of where and how to ask for help and develop confidence and resilience

The aim of relationship education as part of the PSHE programme of study is also to encourage pupils to:

- Play/work alongside another peer
- Show interest in activities of others
- Learn how to take turns
- Treat each other with kindness, consideration and respect
- Engage with peers with support in play/work situations
- Initiate interactions with a peer
- Learn to share physical space
- Learn to share belongings
- Play and work cooperatively with a friend in a range of contexts
- Learn to play and work with a variety of peers
- Apply characteristics of being a good friend in their encounters

### **Scope**

The relationships education policy refers to the Primary phase of the school.

### **Agreed Procedures/Guidelines**

The governing body:

The governing board will approve the relationship education policy, and hold the headteacher to account for its implementation.

The headteacher:

The headteacher is responsible for ensuring that relationship education is taught consistently across the Primary school

Staff are responsible for:

- Delivering relationship education in a sensitive way
- Modelling positive attitudes to relationship education
- Monitoring progress
- Responding to the needs of individual pupils

Pupils:

Pupils are expected to engage fully in relationship education and, when discussing issues related to this, treat others with respect and sensitivity.

**Monitoring/How do we know this approach is working?**

The delivery of relationship education is monitored by The RHE Co-coordinator in each phase in consultation with the Head of Phase through:

Planning scrutiny, learning walks, case studies, peer observations and lesson observations.

Pupils' development in relationship education is monitored by class teachers as part of our internal assessment systems. Target setting in this curriculum area may be seen in under section E&F of a pupils' EHC plan where appropriate.

This policy will be reviewed by PSHE coordinators [annually]. At every review, the policy will be approved by [the governing body/ /the head teacher].