



MOORLANDS
SCHOOL

RELATIONSHIPS EDUCATION

POLICY

SCHOOL MISSION STATEMENT, ETHOS AND AIMS

Moorlands School was founded in 1898 and is dedicated to providing a first class education for girls and boys aged 2 to 11 years. Alongside an academically rigorous curriculum, delivered by a team of dedicated and talented staff, Moorlands recognises that children have different interests and strengths and, as such, aims to provide opportunities for all pupils, whether they enjoy academic life, sport, music, drama or art.

Whilst our expectations are high, Moorlands is nevertheless still very much a school where children can be children. The school is set in beautiful grounds and with extensive facilities, providing all of the outdoor space our Moorlanders need to play and explore in a safe and secure environment.

We take pride in our track record of successfully preparing our pupils for entry not only to the region's, but the UK's leading independent day and boarding schools, with many of our pupils excelling in entrance examinations and receiving scholarships to their chosen destinations.

Ethos

As part of the Methodist Independent Schools Trust (MIST), Moorlands School is an inclusive and unpretentious community where individuals are valued, good order is respected, relationships cherished, and where excellence in its widest sense (academic, extra-curricular, lifestyle) is pursued.

Moorlands School encourages a sense of belonging, seeks to improve lives and boldly expects the impossible. At Moorlands School, educational experiences and activities bring mind and heart, intellect and passion together. Moorlands School works in mutually beneficial partnerships with other Methodist Schools and the wider Methodist Church.

Moorlands aims are:

- to equip our pupils with skills, values and attitudes which enable them to play a full part in the communities and wider world to which they belong;
- to expose every member of the school community to high standards of courtesy, tolerance, honesty, responsibility and fairness;
- to cultivate a learning environment which fosters happiness, independence and a sense of purpose and direction;

- to provide a broad, stimulating curriculum, delivered by caring and capable staff, which is inclusive and opens opportunities to all
- to give our pupils the confidence to be 'Intrepide': to take risks, to try something new, to be resilient and to learn from their experience

This policy has been written in accordance with the DfE Sex and Relationship Education Guidance which is statutory from September 2020 (SRE Guidance).

This policy is a part of the PSHCE Policy and should be read alongside the Child Protection and Safeguarding Policy, the Behaviour Policy, the Anti Bullying Policy and the Cyber Bullying Policy and the Equal Opportunities Policy.

WHAT IS RELATIONSHIP EDUCATION? (RE)

RE enables children to learn about their physical, mental, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to the body, sexuality, and sexual health. RE is about inclusion and diversity and acceptance and tolerance of differences. Moorlands School does not promote a specific sexual orientation or sexual activity.

RE begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films etc. Some of this information can be incorrect, confusing or frightening. RE at Moorlands provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to their own physical and emotional health, well-being and moral development. RE is firmly embedded within and alongside Moorland's PSHCE programme. It enables children to learn to respect themselves and others as they move, with confidence, from childhood through adolescence into adulthood.

RSE AIMS AND OBJECTIVES

Through RE we aim:

- To provide children with the age appropriate information to which they are entitled
- To clarify/reinforce existing knowledge and to know how to access information
- To raise pupils' self-esteem and confidence, especially in their relationships with

others (including safety online), empowering them to make positive decisions about their physical and mental health related behaviours and to deal with pressures from their peers and the media

- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills such as appropriate language, decision making, choice and assertiveness; to know how to use these skills effectively to be positive members of society with respect for themselves and others
- To recognise diversity, develop tolerance, acceptance and respect and to promote inclusion
- To respect and care for their bodies and to be able to buffer unhelpful messages about body image
- To reflect the diversity of pupils and families
- To help pupils learn to recognise the early signs of body dissatisfaction and refer children and families to health professionals if necessary
- To be prepared for puberty and adulthood

Moral and values framework

The DfE guidance states that RE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils, stressing the importance of relationships for family life, stable and loving interactions, respect, love and care and the teaching of sex, sexuality and sexual health.

At Moorlands, pupils are taught about the nature and importance of marriage for family life and bringing up children but that equally there are strong and mutually supportive relationships outside marriage. Moorlands takes care to ensure that there is no stigmatisation of children based on their home circumstances.

Pupils are encouraged to:

- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another
- Value healthy sexual relationships which are based on mutual respect and love
- Respect their own and others' rights to make choices in sexual relationships and to accept responsibility for the consequences of those choices
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background

STAFF

RE is taught by class teachers alongside the PSHCE programme. Some biological aspects of RE are taught within the Science curriculum and some moral aspects are taught within the Religious Education curriculum. The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of sex and relationship education at Moorlands School.

CURRICULUM ORGANISATION

RE can be delivered either in mixed or single gender groups.

Learning outcomes:

BY THE END OF THE EARLY YEARS, PUPILS WILL

- Be learning to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Be increasingly confident to speak in a familiar group, will talk about their ideas
- Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable
- Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

BY THE END OF YEARS 1 AND 2, PUPILS WILL

- Be learning to understand and respect the differences and similarities between people and to appreciate these differences, building a community
- Understand the biological differences between male and female animals and their role in the life cycle
- Understand the biological differences between male and female children
- Appreciate that everybody needs to be cared for and begin to recognise ways in which they care for others
- Be developing the ability to play co-operatively, welcoming differences
- Appreciate mental and physical health need to be cared for

- Recognise there are different types of family and how their home-life is special
- Know how to keep clean, develop life skills, understand basic first aid and who to ask for help
- Be developing resilience

BY THE END OF YEARS 3 AND 4, PUPILS WILL

- Be learning to consider different attitudes and values around stereotyping and sexuality and consider their origin and impact
- Actively embrace diversity and promote inclusion both within Moorlands School and modern Britain
- Identify who to go to for help and support, promote change and stand against bullying and discrimination
- Understand that people make individual choices and are learning to respect and embrace different choices
- Be developing positive self-esteem, positive mental health and body images
- Develop further life skills, understand basic first aid and who to ask for help
- Respect freedom of choice, accept own and other's identity

BY THE END OF YEARS 5 AND 6, PUPILS WILL

- Understand how we grow and change throughout the human lifecycle
- Understand about menstruation and wet dreams
- Recognise the impact of puberty on physical hygiene, emotions and behaviour and strategies for managing this
- Be starting to learn strategies to deal with feelings in the context of relationships
- Be starting to learn strategies to promote positive mental health when dealing with day to day relationships and challenges
- Learn to answer each other's questions about puberty, sex and relationships with confidence, to seek support and advice when they need it
- Be considering which values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- Learn about human reproduction, how a baby is made and grows (conception and pregnancy)
- Learn about roles and responsibilities of carers and parents
- Understand some myths and misconceptions about sexually transmitted disease, who it affects, how it can and cannot be transmitted and prevented
- Be aware that contraception can be used to stop a baby from being conceived
- Continue developing life skills, understand further basic first aid and who to ask for help

- Understand actions have consequences, show respect for and tolerance for differences eg ethnicity, religion, sexuality

STRATEGIES FOR TEACHING

Ground rules help to create a safe environment for both teacher and pupil. They are established with each class before RE lessons commence. Distancing techniques help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc. are used to help children to discuss issues in a depersonalised, safe environment.

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate; personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, child protection procedures should be followed.

As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

NO OUTSIDERS

Recommended books from the No Outsiders: Everyone Different, Everyone Welcome Preparing Children for Life in Modern Britain scheme are used.

ASSESSMENT, RECORDING AND REPORTING

Formative assessment is carried out by teachers during the teaching. It is used to guide the progress of pupils. It involves determining what each pupil has learnt and what therefore

should be the next stage in their learning. Mini assessments are done at the end of each unit. Pupil progress is included on reports to parents.

SAFEGUARDING

Safeguarding is a primary consideration within all aspects of life at Moorlands School. Teachers will handle topics and pupils with respect, care and support as necessary. Teachers are prepared for difficult conversations to arise during RSE and are clear on safeguarding procedures.

Safeguarding is everyone's responsibility.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Respectful relationships are embedded into both the curriculum and the ethos of Moorlands School. Moorlands School takes a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys".

EQUAL OPPORTUNITIES

Moorlands School will ensure that all children will have an equal opportunity to develop their potential within RE, regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities. Materials and resources for lessons are chosen carefully avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

WITHDRAWAL OF PUPILS FROM RE AND COMPLAINTS PROCEDURE

Parents do not have the right to withdraw a child from relationships education but retain the right to withdraw their children from all or part of the school's sex education teaching within the RE programme, except that in the statutory National Curriculum (biological aspects of human growth and reproduction). Moorlands School will inform parents/carers when aspects of the RE programme are taught via a letter and will provide opportunities for parents/carers to view the materials and resources being used. A slip will be attached to the letter giving the parents the option to withdraw their child which must be returned to the school if parents want to withdraw their child/children from the sex education programme. We request that the reasons for this are discussed with the class teacher and where

appropriate RE co-ordinator or head teacher. Moorlands School will document and record this.

Any complaints about the content or delivery of RE should be addressed to the Head Teacher.

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