

At The Belvedere Preparatory School, we endeavour to achieve the highest possible standards.



Relationships Policy

2024-2025
BELVEDERE PREPARATORY SCHOOL

The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It provides part of a comprehensive programme in order to support a whole school approach to the safeguarding of children.

At the Belvedere Preparatory School, we aim to *prepare our pupils for life* in an environment of care and respect. This policy details The Belvedere Preparatory School's whole school approach to Relationships Education as integral to our Personal, Social, Health and Economic Education (PSHE) programme. We do not teach non-statutory Sex Education beyond what is required on the Science curriculum.

Relationships Education is vital for the personal, social and emotional development of our pupils. It equips children with the information, skills and values they need in order to have safe, respectful and enjoyable relationships. Relationships Education will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents.

The Belvedere Preparatory School provides a holistic, inclusive and relevant Relationships Education and that by providing this we uphold the ethos and values of our school alongside our commitment to equality and celebration of difference.

This policy was produced in consultation with our staff, board members and pupils. The policy will be effectively communicated to parents to ensure that parents know what will be taught and when.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our Relationships Education curriculum continues to meet the needs of our pupils.

The policy should be read in conjunction with other relevant policies and guidance:

Safeguarding Policy

PSHE Policy

SEND Policy

Online Safety Policy

[Keeping Children Safe in Education \(statutory guidance\)](#)

[Equality Act 2010 and schools](#)

[Education, Relationships and Sex Education \(RSE\) and Health Education](#)

1. Key members

Miss C. Burnham (Headmistress)

Ms A. Jones (Deputy Headmistress)
Miss Swainbank (Deputy Headmistress)
Ms S. Clarke (PSHE Curriculum Leader)
Miss R. Armstrong (Science Curriculum Leader)

2. Rationale for Relationships Education

- 2.1 Through our whole school approach to Relationships Education, we aim to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls. We believe that Relationships Education is a key vehicle for promoting equality, inclusion and social justice.
- 2.2 Our Relationships Education is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.
- 2.3 We are committed to a Relationships Education that makes every pupil feel valued and included and is one that is relevant to them. This means that we deliver an inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of our pupils.
- 2.4 The Belvedere Preparatory School will challenge all forms of discrimination and prejudice among our pupils and promote understanding and respect as outlined under the Equality Act 2010.
- 2.5 We define Relationships Education as teaching and learning about the physical, social, legal and emotional aspects of human relationships. We focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- 2.6 Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- 2.7 We equip our pupils to build positive and respectful relationships on-line and off-line by ensuring that we give pupils the knowledge, skills, attitudes, values and self-efficacy that will help them to develop a growing ability to form strong and positive relationships with others.

3. Subject Content

- 3.1 The curriculum programme has been developed by Miss A. Spence (Deputy Headmistress), Ms A. Jones (Deputy Headmistress), Ms S. Clarke (PSHE Curriculum Lead) and Miss R. Armstrong (Science Curriculum Lead) in conjunction and consultation with other teachers and pupils.
- 3.2 At The Belvedere Preparatory School we meet the learning objectives and content as set out in the Relationships Education curriculum as part of a timetabled PSHE programme.

- 3.3 All content will be delivered in a timely way that is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.
- 3.4 A Relationships and Health Curriculum Map details coordinates these objectives with the subjects in which they are met in order to ensure coverage and progression.
- 3.5 Detailed topic overviews are sent to parents to keep them informed on when the subject matter is being taught, what is being covered in the unit of work and the outcomes of all the lessons. Parental views and thoughts are encouraged and welcomed regarding these overviews.

(See Appendix I and Appendix II)

4. Subject Delivery

- 4.1 Within our Personal, Social, Health and Economic (PSHE) education, Relationship Education has planned, timetabled lessons across all key stages.
- 4.2 The PSHE Curriculum Lead (Ms S. Clarke) will work closely with other colleagues in related curriculum areas (Science, Computing and PE) in order to ensure a joined-up approach to what is taught in Relationships Education. We also reinforce learning through a whole school approach and by using time outside of the classroom, such as whole school assemblies and school celebrations and events.
- 4.3 The scheme of work will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example, when teaching about the external body parts). Use of correct terms begins in the EYFS through the teaching of the Science curriculum.
- 4.4 School staff will not express or be expected to express their personal views or beliefs when delivering the curriculum.
- 4.5 All school staff at The Belvedere Preparatory School are expected to take positive action to build a culture where those views that are hurtful, offensive or exclusionary (such as everyday sexism, misogyny, homophobia and gender stereotypes) are addressed, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.
- 4.6 All staff who have responsibility for delivering Relationships Education will undergo any relevant training in order to ensure that they are up-to-date with the Relationships Education policy and curriculum requirements regarding Relationships Education.
- 4.7 In addition to ongoing training, CPD will also be scheduled in response to updates to our Relationships Education scheme of work.

5. Monitoring and Evaluation

- 5.1 The Belvedere Preparatory School will regularly monitor the Relationships Education scheme of work in order to ensure that the quality of teaching is consistent and that the curriculum is meeting the new national requirements under the Relationships, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

- 5.2 This policy will be reviewed annually by the School's Leadership Team in conjunction with Ms S. Clarke and Miss R. Armstrong. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made will be clearly communicated.
- 5.3 Monitoring and assessment of staff's planning and the quality of teaching and learning will be in line with normal school practice and may include:
- lesson observations;
 - planning scrutiny;
 - book scrutiny and samples of pupils' work;
 - speaking to children about their learning experiences;
 - feedback and evaluation from pupils;
 - analysis of pupils' work and assessments.
- 5.4 Evaluation of the scheme of work will provide the opportunity to continue to improve provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback. The School's Leadership Team will regularly monitor the implementation of the Relationships Education programme.

6. Pupil Assessment and Pupil Voice

- 6.1 We use a range of assessment methods to get regular feedback on pupil progress in Relationships Education. Lessons are planned in order to ensure that pupils of differing abilities, including the most able, are suitably challenged. We also use pupil assessment in order to identify where pupils need extra support or intervention.
- 6.2 Assessment methods used include:
- pre-unit and post-unit evaluations;
 - opportunities for reflection during lessons;
 - written work;
 - project work.
- 6.3 Pupil voice is central to the culture and ethos of The Belvedere Preparatory School. We seek and use pupil voice to evaluate how relevant and engaging Relationships Education is to the lives of our pupils.
- 6.4 Throughout our Relationships Education curriculum, we embed pupil voice practices to enable students to express their views on the range of topics that Relationships Education covers and in order to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.
- 6.5 In order to create a learning space that feels safe for children, teachers establish a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Through the use of ground rules and other approaches, our school creates a supportive environment for discussions that can be sensitive or difficult.
- 6.6 In order to ensure that we maintain a culture where human rights, social justice, inclusion and diversity are promoted, those views that are hurtful, offensive or

exclusionary will not be tolerated. The Belvedere Preparatory School's pastoral and behaviour policies support all pupils

7. Working with Parents and Carers

- 7.1 The Belvedere Preparatory School acknowledges that the successful teaching of Relationship Education involves parents/carers who can play an important role in the Relationships Education of their children through further discussions at home that have taken place in school.
- 7.2 We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:
- up-to-date policy, curriculum map, curriculum overviews (and other supporting documents where necessary) freely available on the school website;
 - discussion of Relationships Education on school tours;
 - parents' evenings, where appropriate;
 - encouraging and welcoming parental feedback.

8. Statutory Guidance for Relationships Education

- 8.1 As outlined within the Statutory Guidance, parents/carers do not have the right to withdraw their child from Relationships Education.
- 8.2 Parents/carers do not have the right to withdraw their child from the elements of sex education that are taught within the Science curriculum.
- 8.3 Parents/carers do not have the right to withdraw their child from Health Education.

9. Safeguarding and Child Protection

- 9.1 The Belvedere Preparatory School acknowledges that Relationships Education is crucial for creating a culture of safeguarding within the school and meeting our statutory obligations as outlined in Keeping Children safe in Education.
- 9.2 Through Relationships Education (and RSE), the belvedere Preparatory School teaches pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.
- 9.3 Relationships Education helps children to understand the difference between healthy and abusive relationships and how to get help if they are experiencing, or have experienced, abuse. It also helps pupils to understand their rights and what services are available to support their physical and mental health.
- 9.4 We recognise that when discussing these issues some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection, and will follow the school's safeguarding policy and procedures. (See Safeguarding Policy for further details).
- 9.5 We also recognise that some children may be vulnerable to some of the content delivered in Relationships Education due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional

support will be given to prevent them being affected by the scenarios or topics in planned lessons.