

Curriculum Statement of Intent

Teaching and learning of: RE (Relationships Education)



Through the delivery of Relationships Education (RE) at Thorpe Primary Academy we intend to further develop our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our pupils to:

- Develop interpersonal and communication skills;
- Develop positive, personal values and a moral framework that will guide their decisions and behaviour;
- Respect themselves and others, their views, backgrounds, cultures and experiences;
- Develop respectful, caring relationships based on mutuality, reciprocity and trust;
- Develop their ability to keep themselves and others safe, physically and emotionally, both on and offline;
- Develop their understanding of a variety of families and how families are central to the wellbeing of pupils;
- Recognise and avoid coercive and exploitative relationships;
- Explore relationships in ways appropriate to their age and stage of development;
- Value, care for and respect their bodies;
- Build confidence in accessing additional advice and support for themselves and others

Underpinned by	The teaching of skills	The application of skills	Vocabulary
	<p>Relationships Education is learning about:</p> <ul style="list-style-type: none"> • Families and People who care for me • Caring Friendships • Respectful relationships • Online Relationships • Being Safe <p>These will be taught through discrete Cambridgeshire PSHE Scheme lessons.</p>	<p>Pupils are encouraged to apply the knowledge and skills they have developed in RSE and PSHE lessons both, across the wider curriculum, and in real-life situations. This ensures that learning is not only retained but also used to promote positive relationships, personal wellbeing, and responsible decision-making.</p>	<p>Pupils will learn, understand and apply vocabulary that enables them to articulate their ideas, demonstrate understanding and engage in meaningful discussion across RSE and the wider curriculum.</p>

<p>Inclusion</p> <p>We ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND can sometimes be more vulnerable to sexual harassment and abuse and that we need to ensure that pupils are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:</p> <ul style="list-style-type: none"> • Their level of vulnerability to coercion and pressure; • Their previous experience of negative behaviours in peer or child-adult relationships; • Their need to learn and demonstrate appropriate behaviour; • Their need to develop self-esteem and positive body image; • The need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training; • The management of personal care; • Clarity about sources of support for pupils. 	<p>Equality</p> <p>In order to ensure that Relationships Education meets the needs of all:</p> <ul style="list-style-type: none"> • We will reflect a range of lifestyles and family structures so that all pupils see themselves and their families reflected back in the lessons. • We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age-appropriate ways. • Where there are different cultural or religious views about families, relationships, or behaviours, we will share these to ensure pupils see their family views represented. • We will not seek to gain consensus but will accept and celebrate difference. • We will, as appropriate, ensure that a variety of views and beliefs are reflected to pupils. • To ensure that pupils of all genders can access information they need, we will teach in mixed gender groups wherever possible. • We will encourage respect and discourage abusive and exploitative relationships. • We will not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so. 	<p>Safeguarding</p> <p>We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual, and reciprocated relationships in all their forms. Whether the pupils are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.</p> <p>In the case of Relationships Education (RE) and Personal Safety, we recognise that effective teaching may alert pupils to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.</p>
<p>Development of the Policy</p> <p>This policy has been developed in consultation with pupils, staff, governors, and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which must be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.</p> <p>All views expressed by pupils, staff, governors, and parents/carers about the policy have been considered. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.</p>	<p>Consulting on our policy</p> <p>Before consultation activities, parents/carers, pupils, and other stakeholders have been given information about Relationships Education in ways which are accessible to them. They have been asked for their views about appropriate ages for topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education.</p>	

Intended impact

- Pupils will have a secure knowledge of what healthy relationships, healthy and safe lifestyles and wellbeing are and what skills are needed to create and maintain them.
- Pupils will succeed in acquiring and applying key relationship, lifestyle and wellbeing skills and knowledge.
- Pupils will be taught to use and build upon their prior relationship, lifestyle and wellbeing skills and knowledge to deepen and progress their understanding.
- Pupils will have an understanding and awareness of issues relating to relationships, lifestyles and wellbeing in their local area and the similarities and differences between cultures and backgrounds both locally and in other areas of the world.
- Pupils will have a good knowledge of the key concepts covered across the school and will know how to keep themselves safe.
- Pupils will be able to draw upon their knowledge to understand and successfully use a range of skills (such as listening and empathy).
- Pupils will be confident in applying their knowledge of related terms through an exposure of rich, relevant vocabulary.
- All pupils will be provided with the opportunity to challenge their personal and social understandings and their knowledge about health and wellbeing, as well as being given support where necessary.
- Pupils will apply their RSE knowledge within writing, for a range of different purposes, contexts and audiences where suitable.

Pupil Voice	Evidence in knowledge	Evidence in skills	Breadth and depth
Pupils voice is gathered through discussion, feedback and surveys to ensure their views are valued and inform the development of the curriculum.	Pupils know how and why it is important to learn about; <ul style="list-style-type: none"> ● Families and People who care for me. ● Caring Friendships ● Respectful relationships ● Online Relationships ● Being Safe 	Pupils actively apply their growing vocabulary and social skills, across a range of contexts. They show confidence in expressing themselves, listening to the views of others and building positive relationships. This allows pupils to transfer learning into -real-life experiences to demonstrate that skills are embedded and meaningful.	Teachers provide a broad variety of opportunities for children to apply their RE and PSHE knowledge and skills across a range of contexts. Learning is enriched through carefully planned discussions, collaborative activities to make clear connections to the world around them.