



# RELATIONSHIPS EDUCATION

<b>This policy will be reviewed annually</b>
Policy reviewed: June 2023 SAM
Next review: June 2024 SAM

This policy applies to all children in EYFS and Key Stage 1 (Reception – Year 2).

## **Introduction**

This policy sets out our school's approach to statutory Relationships Education. It was produced by the PSHEE / Learning for Life coordinator working with the Senior Leadership Team. We have based our school's Relationships Education policy on the statutory DfE guidance document "Relationships and Sex Education (RSE) and Health Education." Guidance from the DfE states that all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements contained in the Science national curriculum. Due to the age of our children (Reception – Year 2), the content set out in this policy focuses on Relationships Education.

## **Rationales and Ethos**

The aim of Relationships Education is to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, both physically and mentally.

Through the provision of high quality, evidence-based and age-appropriate teaching, the School aims to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. It seeks to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

## **What is Relationships Education?**

Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care.

In EYFS and Key Stage 1, Relationships Education is made up of 5 areas of focus:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

### **Why should it be taught in school?**

Relationship Education begins at a very early age. While much of it is learnt from parents, it is also received from friends, books, magazines, friends, music, films, television etc. Some of this information can be incorrect or confusing. Relationships Education in school provides a secure framework and environment in which pupils can be given facts using appropriate materials. Research shows that children want information about changes and situations they will experience *before* they happen to them. A structured programme in school increases probability of this being achieved.

### **Statutory Relationship Education**

As part of our Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship; how to recognise when a situation might be unsafe; strategies for dealing with situations that might find uncomfortable; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum, relevant to children in the EYFS and Key Stage 1, is set out below.

#### Families are People who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## Caring Friendships

Children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

## Respectful Relationships

Children should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

## Online Relationships

Children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### Being Safe

Children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

### **Delivery**

All elements of our Relationships Education programme will be delivered in an age-appropriate and sensitive manner as part of our weekly timetabled Learning for Life lessons (Key Stage 1) and Personal, Social and Emotional development (EYFS) lessons by class teachers. Activities and resources will predominantly be linked to the Jigsaw scheme but Relationships Education will also be covered in weekly whole-school HEART / Pastoral Assemblies and half-termly Learning for Life whole-school Assemblies. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of Relationships Education in school, (e.g. school nurse, dentist, paediatric First Aid). All visitors will be familiar with and understand the school's Relationships policy and will be expected to work within it.

### **Teaching and Learning Strategies**

We aim to provide an environment and atmosphere for Relationships Education where children feel safe, relaxed, unintimidated, and have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both children and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, children will be encouraged to follow these basic guidelines in class:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information (no names).
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding

Other teaching and learning strategies utilised across the Learning for Life curriculum to establish a safe and trusting learning environment include:

- Using techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous 'Worry Monsters'. These can help children to have the confidence to ask or share sensitive questions and worries.
- The 'Colour Monster' allows the children to visually express how they are feeling on a daily basis.

### **Working with Parents**

We recognise that parents are the primary providers of Relationships Education to their children. Our Relationships Education is designed to support and complement this. Parents should be reassured that the personal beliefs and attitudes of class teachers will not influence the teaching of Relationships Education. Teachers will work within the guidelines of this policy and the scheme of work. *Please note that there is no parental right of withdrawal from Relationships Education within the school curriculum.*

### **Recording and Assessment**

Children will have the opportunity to reflect on their learning within lessons and at the end of each Jigsaw unit. In addition to the children's self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. In Key Stage 1, end of unit quizzes will be used to aid assessment.

### **Staff Support, Training and Resources**

The school believes in the importance of appropriate staff training to enable staff to deliver appropriate Relationships Education. The PSHEE / Learning for Life co-ordinator will access courses or INSET opportunities to assist staff involved in the delivery of Relationships Education. Resources will predominantly be provided via the school's Learning for Life scheme, the Jigsaw scheme.

## References

This policy has been informed by:

- 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (June 2019, DfE)
- The Christopher Winter Project for SRE Education (2016)

See also: [Safeguarding Policy](#), [Learning for Life Policy](#) and [Equal Opportunities Policy](#)