



## Relationships Education Policy

### Our vision is for all our children:



<i>Date of last review and future reviews</i>	<i>Updates / changes since last review</i>	<i>Chair of Governors</i>
<i>This policy was reviewed by governing body in October 2023 and supersedes all previous policies relating to this area. Implementation is with immediate effect and review is at the Headteacher's discretion.</i>	<i>No changes</i>	<i>Neel Dakshy</i>

#### Four key points

- Relationships education is statutory
- Parents and carers do not have the right to withdraw their child from lessons.
- Lessons are delivered primarily by senior leaders during assembly and class teachers in class. Sometimes we invite specialist teachers in to deliver aspects e.g. NSPCC Speak Out Stay Safe
- The curriculum is regularly evaluated by the Senior Leadership Team. Governors are involved in policy review and the wider community is updated on developments and learning with the relationships curriculum through the school blog.

#### Defining Relationships Education (taken from the DfE guidance)

The focus in primary school should be 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. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.



Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

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. Through Relationships Education, schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

## What knowledge is first introduced and built upon?

Families and people who care for me	EYFS	KS1	LKS2	UKS2
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, including in times of difficulty, 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				
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up				
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong				
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed				

## How do children gain this knowledge and build upon it in their journey through primary school?

EYFS	KS1	LKS2	UKS2
applying to myself and classmates characters in stories	applying to myself, classmates and families across school characters in stories	applying to characters in stories real life examples with UK link to British values	applying to family structures in the wider world link to British values
through home school learning journeys and 'show and tell' discussion	through KS1 assembly time and follow-up in class	through KS2 assembly time and follow-up in class	through KS2 assembly time and follow-up in class



<b>Caring friendships</b>	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
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 and support with problems and difficulties				
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, and that resorting to violence is never right				
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				

**How do children gain this knowledge and build upon it in their journey through primary school?\***

<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
day to day positive reinforcement and celebration of caring behaviour	day to day positive reinforcement and celebration of caring behaviour	implementation and reinforcement of our school values and behaviour policy	implementation and reinforcement of our school values and behaviour policy
through storytime	through storytime through KS1 assembly time and follow-up in class	through storytime through KS2 assembly time and follow-up in class	through storytime through KS2 assembly time and follow-up in class

\*For children who have difficulty forming and sustaining caring relationships, we use our play therapist for specialist targeted support.

<b>Respectful relationships</b>	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
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				
practical steps they can take in a range of different contexts to improve or support respectful relationships				
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, including those in positions of authority				
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				
the importance of permission-seeking and giving in relationships with friends, peers and adults				

**How do children gain this knowledge and build upon it in their journey through primary school?\***

<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
day to day positive reinforcement and celebration of respectful behaviour	day to day positive reinforcement and celebration of respectful behaviour	implementation and reinforcement of our school values and behaviour policy	implementation and reinforcement of our school values and behaviour policy
through home school learning journeys and 'show and tell' discussion	through KS1 assembly time and follow-up in class	through KS2 assembly time and follow-up in class	through KS2 assembly time and follow-up in class

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Online relationships	EYFS	KS1	LKS2	UKS2
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 including when we are anonymous				
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				

**How do children gain this knowledge and build upon it in their journey through primary school?**

KS1	LKS2	UKS2
using the code.org curriculum	using the Internet Legends curriculum	using the Internet Legends curriculum
through KS1 assembly time and follow-up in class	through KS2 assembly time and follow-up in class	through KS2 assembly time and follow-up in class

Being safe	EYFS	KS1	LKS2	UKS2
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, for example family, school or other sources				

**How do children gain this knowledge and build upon it in their journey through primary school?**

	EYFS	KS1	LKS2	UKS2
<b>Context</b>	NSPCC PANTS curriculum	NSPCC Speak Out Stay Safe curriculum	NSPCC Speak Out Stay Safe curriculum	NSPCC Speak Out Stay Safe curriculum
	in class curriculum time	through KS1 assembly time and follow-up in class	through KS2 assembly time and follow-up in class	through KS2 assembly time and follow-up in class