



## Relationships Education Policy Whole school including EYFS

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds

Date reviewed: August 2024

Date of next review: August 2025

### Context

This policy responds to the Department for Education's (DfE's) statutory guidance on 'Relationships Education'. This policy should be read in conjunction with our PSHCE Policy and the school's curriculum for science.

### Relationships Education – 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.

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.

### **What is the role of parents?**

Our school is conscious of the fact that the primary role in children's sex and relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

### **Consultation with parents and staff**

This policy is published on the school website and parents are aware that they are able to comment on it should they wish to do so. Parents are informed of this policy and the content of the curriculum at the start of every new academic year and throughout the teaching of topics.

A significant portion of relevant content is delivered through PSHCE lessons, assemblies, science lessons and Theology, Philosophy and Religion (TPR) lessons. External speakers may be used to enhance provision. Parents in Year 6 are told ahead of time when aspects of sex education involving 'conception' are to be covered in science lessons.

We use the resource SCARF (Coram Education) to support and extend our PSHCE curriculum.

### **No right to be excused from Relationships Education**

There is no right to withdraw children from Relationships Education. Parents do have the right to withdraw their child from sex education beyond the national curriculum content for science.

### **Content**

What will my child learn in SCARF lessons? Children meet Harold, our giraffe puppet mascot ('Healthy Harold'). They begin to understand the impact of their choices and behaviours on every aspect of their health and wellbeing and learn the skills and information needed to make positive, informed health choices.

For each year group, there are six suggested themed units which provide a complete PSHCE and wellbeing curriculum. They are:

#### **Me and My Relationships**

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

#### **Valuing Difference**

Includes a strong focus on British Values and supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

#### **Keeping Myself Safe**

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.



### **Rights and Responsibilities**

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

### **Being My Best**

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

### **Growing and Changing**

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.

### **Specific Lesson Content**

Lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

4-5 year-olds: being the same and different; our special people; different families; different homes; our feelings; being unique and special; being kind, caring and friendly; keeping safe; keeping healthy; resilience; life stages and growing from young to old.

5-6 year-olds: explores themes around families and their special people; the importance of respecting others including those that are different from us; recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

6-7 year-olds: looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring; recognising that they share a responsibility for keeping themselves and others safe.

7-8 year-olds: introduces themes about change, including menstruation and bereavement; healthy and unhealthy relationships (friendships); how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

8-9 year-olds: builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

9-10 year-olds: builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

10-11 year-olds: builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; female genital mutilation (FGM); sexual intercourse and managing pressure online.



The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction).

SCARF is a spiral curriculum and so previous lessons would have covered hygiene, bacteria and the importance of hand washing. This naturally leads on to discussions about different viruses.

### **What can parents do to support their child's learning at home?**

The statutory guidance is clear in recognising that a parent/carer is a child's primary educator in these matters. There are many things parents can do to support their child's understanding and encourage them to ask questions. Here are some:

If you feel it is time to talk to your child about growing up and the changes they are likely to experience it's best to offer it in small chunks, rather than do it in one go, often known as 'The Talk'. This gives children time to digest the new information and ask you further questions as they develop more understanding.

If your child asks you questions try to stay calm and not worry if you don't know the answer. There are plenty of websites that you can use together to help you find the answers to their questions in a factual, honest, age-appropriate way (see details below for resources on our website).

Use everyday opportunities to bring up the topic; things you see on TV or hear on the radio can be great conversation starters to talk about topics such as relationships, sex and body image. Reading books with your child is also a great way of introducing topics and helping children to understand themselves, their bodies and the world around them. If you do have family names for genitals, ensure your child also knows their scientific names too. Nobody likes to think their child is at risk of abuse but knowing the correct words for their genitals will help them report abuse if it did ever happen.

By showing your child that you are comfortable with them asking you questions now, you are helping to develop a relationship with them where they can seek your advice and support in their adolescent years.

Visit the specially created [Coram Life Education SCARF webpage](#) for more information.

### **Assessment of Relationships Education**

In the autumn and spring end-of-term reports the children are given grades for attainment and effort. The attainment grade is awarded in line with the teachers' formative assessment aligned with all statutory curriculum objectives for Relationships Education. In the end-of-year report (appendix 5), the teacher writes a full comment for overall progress and attainment in Relationships Education.

### **Approval and updating of this policy**

This policy is approved by the Proprietor and is subject to annual review in September of each year.

To evaluate the success and effect of this policy, we use the following:

- Worry boxes
- Regulation Stations (wellbeing boxes with wellbeing resources prepared for each classroom)



- Pupil welfare questionnaires and surveys
- Monitoring the appearance, behaviour and wellbeing of pupils.

### **Monitoring of Policy**

Implementation of the policy will be monitored in lesson observations, work scrutiny and in conversation/surveys of the pupils. Concerns or comments raised by parents or staff in connection with this policy will be recorded by the Head and acted upon accordingly. Records of such comments and concerns will be kept by the Head.

### **Complementary school policies, practices and documentation**

- Safeguarding Policy
- PSHCE Policy
- Staff Handbook
- Anti-Bullying Policy
- Whistleblowing Policy
- Equality, Diversity and Inclusion Policy
- E-safety policy
- Science Curriculum