



## RELATIONSHIPS EDUCATION

<b>This policy will be reviewed annually</b>
Policy reviewed: May 2021 (SAS)
Next review: July 2022 (SAM)
Approved by: Headteacher

This policy applies to all Key Stage 1 (Reception

children in EYFS and – Year 2).

### Introduction

This policy sets out our school's approach to statutory Relationships Education. It was produced by the PSHEE 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

*WCPS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

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 requirements**

We must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the parts of the science national curriculum relating to humans and growth.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At WCPS we teach RSE as set out in this policy.

## **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 PSHEE (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 PSHEE 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.

EYFS	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>○ to make and form healthy friendships</li> <li>○ To value different families and to understand that families look different</li> <li>○ To know who is in my family</li> </ul> <p><b>Caring Friendships:</b></p> <ul style="list-style-type: none"> <li>○ To make new friendships</li> <li>○ To know how to be a good friend</li> <li>○ To look after our friends</li> </ul> <p><b>Respectful Relationships:</b></p> <ul style="list-style-type: none"> <li>○ To know people who help us and help keep us happy</li> <li>○ To know how to use kind words, kind feet, and kind hands</li> <li>○ To know how and I am feeling and express those feelings</li> <li>○ To understand that parts of our bodies are private</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>○ To know and understand the rules for using IT in school and at home.</li> <li>○ To know how to stay safe online</li> <li>○ To understand that passwords are private</li> </ul> <p><b>Being Safe:</b></p> <ul style="list-style-type: none"> <li>○ To know people who help us</li> <li>○ To know how to stay safe when using fireworks</li> <li>○ To understand the message of Pantosaurus (saying no, privates are private)</li> <li>○ To know how to stay safe in the sun</li> <li>○ To know how to use knives and peelers safely</li> <li>○ To know how handwashing can help prevent the spread of diseases</li> <li>○ To know what to do in an emergency (fire alarm and stay put)</li> </ul>
Year 1	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>○ To identify my family members</li> <li>○ To celebrate families and the different members in them</li> <li>○ To understand that there are lots of different types of families.</li> <li>○ To understand that different people help to keep us healthy.</li> </ul> <p><b>Caring Friendships:</b></p> <ul style="list-style-type: none"> <li>○ To understand that people have similarities and differences</li> <li>○ To understand that difference make us unique and special</li> <li>○ To understand what bullying is and how it can be prevented</li> <li>○ To understand how it feels to make a new friend.</li> <li>○ To tell some ways in which they are different to their friends.</li> <li>○ To explain how to be a good friend.</li> <li>○ To recognise the qualities of a good friend.</li> <li>○ To understand the playground rules and games.</li> <li>○ To know how to make new friends.</li> <li>○ To understand and express my emotions.</li> </ul> <p><b>Respectful Relationships:</b></p> <ul style="list-style-type: none"> <li>○ To understand what it means to be safe in my school</li> <li>○ To understand the rights and responsibilities for being members of the class</li> </ul>

	<p>and school.</p> <ul style="list-style-type: none"> <li>○ To recognise when they feel worried and know how to ask for help</li> <li>○ To listen to other people and contribute their own ideas about rewards and consequences.</li> <li>○ To understand how following rules will help others to learn.</li> <li>○ To recognise the choices they make and understand their consequences.</li> <li>○ To identify appropriate ways of physical contact to greet my friends</li> <li>○ To explain what part of our bodies are private</li> <li>○ To explain who helps me in my community</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>○ The rules and principles for keeping safe online</li> <li>○ To always be kind online to others</li> <li>○ To understand why it is important to discuss online usage with a trusted adult</li> <li>○ Understand that the same principles apply to online relationships as to face-to-face relationships</li> <li>○ How to protect personal information online</li> <li>○ NSPCC</li> </ul> <p><b>Being Safe:</b></p> <ul style="list-style-type: none"> <li>○ To know what it is to feel safe and to manage risks</li> <li>○ To know people who keep us safe inside and outside (school and at home)</li> <li>○ To identify the difference between real and imaginary danger</li> <li>○ To know how to stay safe when outdoors (including road safety)</li> <li>○ To take responsibility for our own safety (indoors and outdoors)</li> <li>○ To know which forms of physical contact they like and don't like and talk about this.</li> <li>○ To understand that parts of our bodies are private (pantosaur)</li> <li>○ To understand the roles of different people who keep us healthy (doctors, nurses, dentists etc)</li> <li>○ To know how handwashing can help prevent the spread of diseases</li> <li>○ To know what to do in an emergency (fire alarm and stay put)</li> </ul>
Year 2	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>○ To know who our trusted adults are- To understand how to feel to trust someone.</li> <li>○ How to show forgiveness and moving past issues</li> <li>○ To understand and celebrate different types of families</li> <li>○ To know that all families are special</li> <li>○ To identify different members of their family, understand their relationship with each of them and know why it is important to share and cooperate.</li> <li>○ To accept that everyone's family is different and understand that most people value their family.</li> <li>○ To understand how to feel to trust someone.</li> <li>○ To express their appreciation for the people in their special relationships.</li> <li>○ To feel comfortable accepting appreciation from others.</li> </ul> <p><b>Caring Friendships:</b></p> <ul style="list-style-type: none"> <li>○ To recognise when they feel worried and know how to ask for help</li> <li>○ To develop a set of class rules (Year 2 class charters)</li> <li>○ To understand that bullying is sometimes about difference.</li> <li>○ To understand how someone feeling bullied feels.</li> <li>○ To show kindness to someone who is being bullied.</li> <li>○ To demonstrate how to use the positive problem solving technique to resolve conflicts with their friends.</li> </ul>

	<ul style="list-style-type: none"> <li>○ To recognise and appreciate people who can help in my family, my school and my community.</li> </ul> <p><b>Respectful Relationships:</b></p> <ul style="list-style-type: none"> <li>○ To understand the rights and responsibilities for being members of the class and school.</li> <li>○ Class ambassadors, school council, House and Deputy captains, sports captains</li> <li>○ To understand what democracy is and demonstrate it in school (voting for school council and class ambassadors)</li> <li>○ To listen to other people and contribute their own ideas about rewards and consequences.</li> <li>○ To share our opinions and listen to the opinions of others</li> <li>○ To understand how following rules will help others to learn.</li> <li>○ To recognise the choices they make and understand their consequences.</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>○ The rules and principles for keeping safe online</li> <li>○ Discuss online usage with a trusted adult</li> <li>○ Understand that the same principles apply to online relationships as to face-to-face relationships</li> <li>○ How to protect personal information online</li> <li>○ NSPCC</li> </ul> <p><b>Being Safe:</b></p> <ul style="list-style-type: none"> <li>○ To know who our trusted adults are- To understand how to feels to trust someone.</li> <li>○ To know what to do in an emergency (fire alarm and stay put)</li> <li>○ To understand how medicines work in their body and how important it is to use them safely.</li> <li>○ To know which forms of physical contact they like and don't like and talk about this.</li> <li>○ To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</li> <li>○ To know how to stay life when outdoors (including road safety)</li> <li>○ To take responsibility for our own safety (indoors and outdoors)</li> <li>○ To understand that parts of our bodies are private (pantosaurus)</li> <li>○ To understand the safe use of medicines</li> <li>○ To understand how to stay safe in the sun</li> <li>○ To know about good oral hygiene</li> <li>○ To know how handwashing can help prevent the spread of diseases</li> </ul>
<p>Further details of curriculum links can be found in the PSHE and Science schemes of work</p>	

## Subject monitoring

Our Relationships Education programme will be monitored in line with our Monitoring Policy.

### What exactly must be monitored?

1. That learning and teaching are effective in lessons, and that work is differentiated appropriately.
2. That each child's learning is being appropriately assessed and that work is being appropriately marked in accordance with school policy.
3. That lessons are effectively planned and evaluated, and that prior assessment informs this planning.
4. That teachers are following the Schemes of Work appropriately.

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5. That the department's development plan is being followed through.
6. That there is a progression of skills and coverage from one-year group to the next.

Please see the Monitoring Policy for full details. The Relationships programme will be monitored by the Deputy Head (Pastoral) annually.

### **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 PSHEE 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.

### **Equal opportunities**

All pupils are given equal access to our Relationships education programme. Special needs are taken into consideration.

### **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.*

We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Include general information about curriculum content thoroughly termly curriculum map emails, topic overviews and weekly newsletters.
- Inform parents about the school's RSE policy and practice.
- Answer any questions that parents may have about the teaching of RSE and their child.

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Make our RSE policy readily available via our website.

### **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 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 PSHEE 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](#), [PSHEE Policy](#) and [Equal Opportunities Policy](#)