

# Relationships Education Policy

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Agreed by Staff	Spring 2021
Date for Review	Spring 2024



## RELATIONSHIPS EDUCATION POLICY

### Introduction

This policy has been written in line with 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers' 2019 (updated July 2020).

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Relationships Education, Sex Education, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. RSE is not compulsory in primary schools and the content set out in this policy therefore focuses on Relationships Education.

The Governing Board of Westfield Infant School, in consultation with staff, does not feel that it is appropriate for pupils to be taught RSE as a separate subject. It will be taught as a cross curricular theme, drawing on the Science curriculum, Religious Education and PSHEE as appropriate.

### Aims of Relationship Education

Our focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and 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.

Children are 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.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, resources and so on.

Children are taught explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Attention is drawn to these relationships when they are encountered in a range of contexts. This enables 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 apply as much online as they do offline especially as, by the end of primary school, many children will already be negotiating relationships seamlessly online and offline. Online safety is addressed when teaching about relationships as well as during Computing lessons. Content on how information and data is shared and used online, for example sharing pictures, is also included in these lessons.

Our teaching about families is both sensitive and well-judged based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children

therefore during lessons care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs. This reflects sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.

We recognise that a growing ability to form strong and positive relationships with others depends on the deliberate cultivation of resilience and positive character attributes in the individual. These characteristics are taught through Route to Resilience lessons as well as being woven in to all curricular and non-curricular aspects of school life. We also develop resilience and virtues by providing planned opportunities for our pupils to undertake social action, active citizenship and voluntary service to others locally. For example, our pupils raise money for various charities, sing to the elderly at a local community centre and take part in school activities such as community gardening.

Relationships Education is taught effectively in a school-wide context where resilience and virtues are actively developed, promoted and practised. This includes helping pupils to believe they can achieve, stick at tasks, work towards long-term rewards and persevere despite knocks. Positive virtues are developed in pupils including honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.

Our Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.

Through Relationships Education we help to prevent abuse and protect children, by teaching the knowledge they need to be safe and to report abuse, including emotional and physical. This is done by fostering an understanding about boundaries in friendships with peers and also in families and with others (both online and offline). These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding all children.

### **Moral and Values Framework**

Relationships Education will reflect the values of the PSHEE programme and will promote self-esteem and emotional health and well-being and help pupils form relationships, based on respect for themselves and for others, at home, school, work and in the community.

### **Learning Outcomes by the end of Key Stage 1:**

***Family relationships*** - pupils 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, 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 for them.
- 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.

**Caring friendships** - pupils 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, 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, how to manage these situations and how to seek help or advice from others, if needed.

**Respectful relationships** - pupils 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, 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.

**Online relationships** - pupils 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 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.

**Being safe** - pupils 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 who they do not know.
- how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- where to get advice from e.g. family, school and/or other sources.

Assessments are carried out through the Science, PSHEE, British Values and RE 'I can' statements and recording sheets.

## **Organisation**

At Westfield Infant School we aim to provide an inclusive curriculum by:

- setting suitable learning challenges;
- responding to pupils diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

As in other areas of the curriculum, we believe that it is important to treat all pupils as individuals, irrespective of ability, gender, ethnicity, or background. Although Relationships Education is not taught formally, it will be integrated into different subject areas where appropriate. The following outlines some topic areas of discussion that can involve aspects of Relationships Education.

All year groups cover aspects of Relationships Education during our annual 'Healthy School Week'. This is a very important week for the school and much of the time is devoted to Personal, Social Health and Economic Education.

Staff and Governors feel that by undertaking appropriate educational experiences the pupils at Westfield Infant School will begin to appreciate the ways in which society learns to live and work together, listening, discussing and sharing problems. Through activities such as weekly 'Circle Time' and PSHEE lessons they begin to value themselves and others and are able to recognise the range of human emotions and ways of dealing with them.

## **Resources**

In school we have a large selection of books dedicated to PSHEE issues, Circle Time and Science topics. These can be viewed in the entrance area, library, corridor and individual classrooms. Other resources that support the teaching of Relationships Education can be found in the science cupboard.

## **Child Protection/Confidentiality**

Staff need to be aware that effective Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection issue.

The staff member will inform the Designated Safeguarding Lead in line with the LA procedures for child protection.

At Westfield Infant School pupils understand who they can confide in through our PSHEE, Circle Time and British Values curriculum as it is age appropriate.

## **Links with Other Policies**

This policy has links with:

- Assessment, Recording and Reporting
- Anti-bullying
- Science
- Special Educational Needs

PSHEE and Citizenship  
Keeping Children Safe at Westfield Infant School  
Single Equality Policy  
Behaviour and Discipline  
Computing and E-Safety  
Acceptable Use Policy  
Social Media.

### **Parent/Carer Consultation**

The school includes information on Relationships Education on the school website and a full policy is available on request.

Parents/Carers have the right to withdraw their pupils from those aspects of sex and relationship education not included in the National Curriculum Science. However at Westfield Infant School we only teach the Key Stage 1 National Curriculum so parents/carers should have no need to withdraw pupils from learning.

### **Consultation Process**

In line with the LA principles of participation and partnership the following were consulted when writing this policy – teaching staff, support staff, governors, parents/carers.

### **Monitoring and Evaluation**

We are committed to monitoring and evaluating the effectiveness of this policy. This will be monitored during:

- Senior Management Meetings
- Staff Meetings
- Year Group Meetings
- Governors' Meetings
- Parent/Carer Feedback.

This policy will be reviewed by the Governors and the PSHEE co-ordinator during the Spring term 2024.

Adopted by the Governing Board and Signed by .....

Chair of Governors

Date: 12.5.21