

Elm Green Preparatory School



RELATIONSHIPS EDUCATION POLICY

This policy applies to all pupils in the school including those in EYFS

Reviewed by AN/JWa February 2025
Ratified by Principal February 2025
Next Review: February 2026
Formerly 2A

ELM GREEN PREPARATORY SCHOOL

RELATIONSHIPS EDUCATION POLICY

POLICY STATEMENT

The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. There is no parental right to withdraw pupils from Relationships Education.

Relationships Education is a planned, developmental programme of learning through which the children acquire the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Relationships Education supports the core aims of the school, which are to create a happy school environment in which pupils are valued irrespective of race, religion, disability or gender.

The Relationships teaching makes a significant contribution to the pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's responsibilities to safeguarding of pupils and promoting pupils' wellbeing. Our teaching respects the protected characteristics within the Equality Act 2010.

In addition, Relationships teaching **actively promotes** the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our teaching should give strong messages about the risks associated with certain behaviours but SHOULD NOT just dictate a list of 'don'ts'; it should contribute towards the children's overall personal and social development and help to develop positive values and moral awareness.

AIMS OF RELATIONSHIPS TEACHING

We aim through our Relationships teaching to provide pupils with:

- An understanding about what a relationship is, what friendship is, what family means and who the people are who can support them
- An awareness of personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact
- An understanding of the features of healthy friendships, family relationships and other relationships which pupils might encounter
- An understanding of developing positive relationships online

- Encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010 Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

SKILLS AND CONCEPTS DEVELOPED THROUGH RELATIONSHIPS TEACHING

The specific content of the Relationships syllabus will lead to opportunities to explore pupils' attitudes, values and beliefs associated with topics and to their developing the skills and strategies to manage these issues should they encounter them in their lives. The overarching concepts developed through the syllabus by the end of Year 6 include:

Families and people who care for me

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
- 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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

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, 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,
- how to manage conflict, 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
- 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

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 (in all contexts, including online) who 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

CURRICULUM PLANNING AND DELIVERY OF RELATIONSHIPS EDUCATION

The Long-Term planning for Relationships Education forms one of the strands through the PSHE Curriculum and teachers use this document to prepare their termly plans. The termly plans are monitored by the PSHE Co-ordinator and the Deputy Headteacher. The teaching is mainly delivered by the class teacher but can involve an element of cross-curricular or specialist teaching.

PARENTAL INVOLVEMENT

Working with parents is a vital part of the whole school approach to Relationships Education. Parents are informed of Relationships Education as part of the Curriculum Meetings held annually for each year group. Parental involvement is encouraged through offering parent workshops on key issues such as e-safety, growth mindset and anti-bullying.

EARLY YEARS FOUNDATION STAGE

In the Foundation Stage Relationships Education is taught as an integral part of the topic work by the class teacher. The work is related to the areas of learning detailed in the Early Years Foundation Stage guidance to develop a child's personal, social and emotional development.

SEND

Relationships Education is taught in such a way that it is accessible for all pupils including those with SEND. Consideration is given to the increased vulnerability of some pupils to issues such as bullying and exploitation as a result of their SEND.

APPROACHES TO TEACHING

Children's learning of this subject is fundamentally improved by a positive ethos in the school. All activities contribute to that ethos, such as assemblies, visits and extracurricular activities.

Effective teaching of Relationships Education will involve a range of teaching strategies, including dedicated lessons, group work, circle time, debate, discussion, role play and the use of outside visitors.

Provision for some aspects will be made through cross-curricular links including RE, ICT, Science, PE and some off-timetable experiences e.g. residential experiences, fundraising events and through our School Council.

All adults in the school community work as role models towards shared objectives and aims. Using a positive approach, they should ensure that the children learn appropriate values, including the school's values and attitudes, encouraging the development of independence, self-reliance, perseverance and respect.

The curriculum content will be delivered in a non-judgemental, factual way which allows scope for pupils to ask questions, whether publicly or discreetly to their teachers.

It is possible that certain children may be sensitive to particular topics. Careful attention should be paid in identifying any child who has reacted in such a way with these pupils being followed up by the class teacher where it is deemed appropriate.

Flexibility exists to deal with everyday issues as they arise and to be able to address these issues in greater detail in future lessons.

ASSESSMENT AND REPORTING

Informal assessment of the pupils will take place throughout the school year. Staff will make observations on aspects of Relationships Education that are relevant and offer the children the opportunity to reflect on their own progress through discussion or feedback from marking.

Parents are informed of the outcome of their child's learning in RSE in the end of academic year report.

LINKS WITH OTHER POLICIES

The Relationships Education policy should be read in conjunction with the following school policies and documents:

- PSHE
- Anti-bullying
- Behaviour
- Collective Worship
- E-safety
- Health and Safety
- Safeguarding, Child Protection and Promoting the Welfare of Pupils
- SEND

MONITORING AND REVIEW

The PSHE subject Co-ordinator together with the SMT is responsible for monitoring the quality of teaching of this subject. The subject leader supports colleagues by giving information about current developments in the subject and by providing a strategic lead and direction. The Co-ordinator is also responsible for reporting to the SMT strengths and weaknesses in the subject and holding responsibility for the subject's budget.

This policy is reviewed at least annually and is included in the School's policy review schedule

SAFEGUARDING STATEMENT

Elm Green Preparatory School is committed to maintaining a safe and secure environment for all pupils in accordance with its Safeguarding, Child Protection and Promoting Pupil Welfare Policy.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children in accordance with the School's Equal Opportunities Policy.