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<p>Policy: Relationships Education Policy</p>
<p>Ratified by the Governing Body: Spring 2023 (Consultation with parents in Spring 2019, reviewed by Parent Forum 2023) Review: Spring 2025</p>

What is Relationships Education?

In order for children to embrace challenges of creating a happy and successful life they need to gain knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. In primary schools, including infant schools, the focus 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 adults. Relationships Education creates an opportunity to teach children about positive emotional wellbeing and mental health, including how friendships can support mental wellbeing. It is a lifelong process that begins long before children start school and we aim to build on the foundations laid within the family and home.

Safeguarding is at the heart of teaching Relationships Education. Children need to know and understand how to keep themselves safe, know how to access support and know how to raise concerns.

Relationships Education promotes equal, safe, positive and enjoyable relationships. It is taught in a way that proactively fosters values, attitudes and behaviours in line with the Equality Act 2010. It is compulsory in all primary schools in England.

Aims

- The aims of Relationships Education are to put into place the building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online
- Science and Health Education sits alongside Relationships Education and we aim to enable children to develop the essential understanding of how to be physically and mentally healthy
- We aim to teach children the medically correct language to name parts of the body
- We aim to teach children what a relationship is, what a friendship is, what family means and who are the people in their lives who can support them
- We aim to teach children to take turns, how to treat each other with kindness, consideration and respect, understanding of other faiths and beliefs, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy
- Teaching about mental wellbeing is central to Relationships Education and we aim to give high priority to children’s mental wellbeing during their time at Fleet Infant School
- We aim to help children develop their understanding of personal space and boundaries, to show respect and to understand the differences between appropriate and inappropriate or unsafe physical touch. This will include how to manage appropriate contact whilst on line
- Safeguarding all children in our school is the most important aspect of what Fleet Infant School does and we aim to teach children the knowledge they need to recognise and report abuse

Statutory Requirements

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 and 35 of the Children and Social Work Act 2017.

In teaching Relationships Education we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Referring to the Keeping Children Safe in Education document : <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The **statutory guidance** has been followed:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

At Fleet Infant School we teach Relationships Education as set out in this policy. See **Appendix 1** for outcomes.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and make recommendations
- Pupil consultation – through pupil conferencing with a known adult
- Ratification – once amendments were made, the policy was shared with governors and ratified
- This Policy will be reviewed every two years by staff, governors and parents

Delivery of the RSE Curriculum

The teaching of Relationships Education at Fleet Infant School follows Department for Education Statutory Guidance for Relationships Education and Health Education (February 2019) and is part of our Personal Development Learning (PDL) curriculum.

The PDL curriculum in Key Stage 1 is planned using the SCARF PSHE lesson plans and materials from Coram Life Education. During the Early Years Foundation Stage (EYFS) opportunities for Personal Social and Emotional Development are carefully planned into the EYFS curriculum following EYFS Curriculum guidance for PSED. SCARF PSHE materials are also used to deliver a comprehensive PDL curriculum.

An additional part of the PDL curriculum is a yearly visit from the Life Education Bus. Every class visits the Life Education Bus for a lesson which enhances and reinforces PDL teaching and is also based on SCARF PSHE teaching materials.

Our PDL curriculum, including Relationships Education, is taught to each class by staff regularly training in Relationship, Health and Sex Education alongside PSHE (Personal, Social and Health Education), with expert approved visitors invited to enhance and supplement the programme where appropriate. Relationships Education must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents/carers while always with the aim of providing pupils with the knowledge they need to live happy and successful lives within a diverse world. A variety of teaching strategies and approaches are used. These include group and class discussions, circle time, role play, drama and teaching through stories. Reflection time is also part of many lessons.

The school promotes safe, equal caring and enjoyable relationships and discussion of real-life issues appropriate to the age and stage of pupils, including friendships, families and safe relationships on line. Families of many forms provide a nurturing environment for children and young people. Care is taken to ensure there is no stigmatisation of children and young people based on their home circumstances and needs and to reflect sensitively that some have a different structure of support around them to others.

Whilst teaching Relationships Education, we ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Pupils with disabilities and other additional vulnerabilities may need adaptation, additions, or repetition to ensure all pupils receive age appropriate content which also takes account of maturation and developmental needs.

When teaching Relationships Education, the religious background of all pupils is considered when planning teaching, so that the topics included in the core content are appropriately handled, complying with relevant provisions of the Equality Act 2010 under which religion or belief are among the protected characteristics.

The PDL curriculum, including aspects of Relationships Education, is taught in a way that is appropriate to age, maturity and cognitive understanding. Children are taught medically correct names for parts of the body, including external male and female genitalia. These lessons are taught later in the academic year so that classes are established and teachers are familiar with the pupils in their classes.

If a child asks a direct question or talks about material that a teacher feels is inappropriate for the lesson they would be gently told that it is not part of the class lesson. Parents/carers will be made aware of this to enable them to discuss with their child as they feel appropriate. As a school we acknowledge that families discuss aspects with their children at different ages and this will be respected.

Roles and responsibilities

The Governing Body

The Governing Body will approve the Relationships Education Policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils.

Teachers

Teachers are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Teachers do not have the right to opt out of teaching Relationships Education. Teachers who have concerns about teaching Relationships Education are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

Monitoring and Evaluation

The PDL Subject Manager will monitor and evaluate the planning and teaching of the school's PDL curriculum, which includes Relationships Education, through scrutiny, lesson observations and other monitoring.

It is the responsibility of the Headteacher to ensure that staff and parents/carers are informed about the school's Relationships Education Policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that staff are given sufficient training, so they can teach effectively and handle any difficult issues with sensitivity.

In accordance with the Education Act 1996, the Governing Body will ratify the school's policy for Relationships Education and it will be published on the school website.

The Relationships Education Policy has clear links with other school policies aimed at promoting children's spiritual, moral, social and cultural development (SMSC Development), including our Equality objectives,

Safeguarding Procedure and Guidance, Child Protection Policy, Health and Safety Policy, Anti-Bullying Policy, E-Safety Policy, Special Educational Needs Policy, Drugs Education Policy and our Behaviour Policy. These can all be found on our website.

Working with Parents/Carers in the Wider Community

At Fleet Infant School we believe that the role of parents/carers in the development of their children's understanding about relationships is vital. We aim to work closely with parents/carers. Each year a meeting for parents/carers will be held to ensure parents know what is being taught and when. The PowerPoint used during this meeting will be made available on the school website.

When lessons with 'sensitive themes' are being taught, parents will be made aware through the year group pages on the weekly school newsletter.

The school has an open-door policy and parents/carers are welcome to discuss our Relationships Education teaching with their child's class teacher, the PDL Subject Manager or the Headteacher.

As a school we are aware that our children come from many different types of families and this will be acknowledged with sensitivity and respect at all times.

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education. At Fleet Infant School Relationships Education is delivered through our SCARF PSHE programme. This only includes the statutory aspects of Relationships Education.