Stoughton Infant and Nursery School

Northmead Junior School

Relationships Education Policy

Date Reviewed: 06/2025

Reviewed By: LGB

Next Review Due: 06/2026

Review Cycle: Annual

1. Aims

The aims of Relationships Education at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of relationships.
- Teach pupils the correct vocabulary to describe themselves.

At Stoughton Infant School and Northmead Junior School, we are passionate about creating a caring and nurturing ethos that helps children to thrive. We aspire to help every child develop as a whole person and we believe that effective Relationship Education can make a significant contribution to their ability to establish and maintain stable and loving relationships. It also enables children to respect others, make responsible and informed decisions about their health and wellbeing and also promotes the British values of tolerance.

2. Statutory requirements

From 2020, the following subjects will become compulsory in applicable schools in England.

- Relationship education in primary schools.
- Relationship and sex education in secondary schools.
- Health education in state funded primary and secondary schools.

These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.

At Stoughton and Northmead, we have reviewed our curriculum, using the objectives from the PSHE Association as a skeleton for our scheme of work. For example, our curriculum, assembly themes, ethos and child centered education cover the teaching represented in the statutory guidance written by the DfE in 2019. For full details:
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

See appendix 1 for an overview of our curriculum pathway.

For further guidance on *Understanding Relationships and Health Education in your child's primary school: a guide for parents:*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

As a school we must provide relationships education to all pupils as per section 34 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.

3. Policy Development

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

1. Review – the PSHE lead pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the new guidelines.

3. Parent/stakeholder consultation – parents and any interested parties were invited to look at the policy, the curriculum overview as well as some of the resources we use.

4. Pupil consultation – we investigated what exactly pupils want from their Relationships Education.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

Relationships Education involves a combination of sharing information and exploring issues and values.

5. Curriculum

Our curriculum overview is set out in Appendix 1. We adapt this as and when necessary, to meet the children's needs.

6. Delivery of Relationships Education

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. At Stoughton Infant and Nursery School and Northmead Junior School our PSHE curriculum is split into the three key themes of Health and Wellbeing, Relationships and Living in the Wider World. These three themes have equal weighting and importance within our teaching, and topics are taught on a rolling, spiral basis.

Topics are revisited across year groups, and understanding is deepened. This allows for progression and retention of key skills and knowledge, and also the introduction of some concepts at an age-appropriate point.

PSHE sessions should be hands-on and engaging, using real situations to support the children's learning. We currently enhance and enrich our curriculum by using 1 Decision resources. We also use a variety of visitors and themed weeks to complement our PSHE curriculum and deepen the learning.

PSHE is also taught through cross-curricular opportunities, for example Science, e-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology.

Assemblies support the delivery of relationships education through planned themes and are used to focus upon on our school values, positivity, courage, perseverance, love and nurture.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Each year group chooses if the content they are delivering is best taught within weekly sessions or blocked afternoons/days. This is adaptable at the discretion of the teacher as many topics lend themselves to full days where visitors can come on or small daily lessons over a week to build on skills every day. For the majority PSHE is taught by class teachers and sometimes covered by other members of staff within our school. We are always conscious to ensure the member of staff knows the children well particularly when dealing with sensitive issues. All sex education is taught by year group teachers, where possible having a male teacher address the boys and a female teacher address the girls in sensitive sex education lessons.

7. Equal Opportunities

The school is committed to the provision of Relationships Education to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Where possible all pupils will remain with their class for Relationships Education lessons. Pupils with SEN or pupils who have been identified as likely to need SEMH support with Relationships Education will either receive the support of a Teaching Assistant during their Relationships Education lessons, or arrangements will be made for specific pupils to be withdrawn from some Relationship Education lessons. In most cases, the lesson should be differentiated and adapted for all learners as with any lesson with the curriculum. Advise from the SENCO and parents should be obtained to ensure suitability for all individuals. This policy recognises the particular needs that might exist or arise from time to time for children who have some form of disability or are from an ethnic minority background. We pay particular attention to the needs of such pupils. Our pastoral care arrangements seek to actively support our anti-racist approach and beliefs.

Particular attention is given to ensuring that the whole of the curriculum is made available to all pupils, regardless of gender, race or ability. Pupils are not excluded from activities because of their need for support in other areas of the curriculum.

- During Relationships Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion/

age and stage. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.
- If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting.
- Teachers should establish a set of ground rules so that young people are aware of parameters.
- Teachers and pupils will show respect for all genders, sexualities and different types of families.
- Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures.

8. Roles and responsibilities

8.1 The Governing Board

The governing board has delegated the approval of this policy to the Headteacher.

8.2 The Headteacher and PSHE Lead

The PSHE lead and the headteacher are responsible for ensuring that relationships education is taught consistently across the school.

8.3 Staff

Staff 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

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching relationships education are encouraged to discuss this with the headteacher.

Staff who are responsible for teaching Relationships Education are teachers and teaching assistants.

8.4 Pupils

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

9. Parents' Right to Withdraw

- Parental support is integral to the success of our Relationships Education. While we have an educational and legal obligation to provide young people with Relationships Education we respect the primary role of the parents in educating their children about these matters.
- Our Relationships Education programme is outlined in Appendix 1 and parents/guardians are welcome to discuss our Relationships Education curriculum further by discussing individual objective areas with class teachers or year leaders.
- Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum. Parents with concerns or considering withdrawing their child for Sex Education should in the first instance contact their child's Head of Year, who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of Sex Education. In most cases this resolves any concerns, but should parents still wish to

withdraw their child from Sex Education then a request should be made in writing to the Headteacher. Parents only have the right to withdraw once a discussion around the content has been had and materials discussed. All parents are invited to view materials (particularly relevant in Summer term of Year 4 and 6).

10. Confidentiality

- Effective Relationships Education should enable and encourage young people to talk to a trusted adult if they are concerned about the relationships they have formed. Although Stoughton and Northmead recognises what is age appropriate, we realise that children may form relationships with each other that go further than a friendship. The law allows health professionals to see and, in some circumstances, to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
- If a member of staff learns from an under-age pupil that they are having, or are contemplating having any form of sexual relations, they must refer the matter to the schools Designated Safeguarding Lead in line with the schools Safeguarding policy.
- The school will work with health professionals in the development and implementation of the school's relationships programme. Any visitors used to help in the delivery of the Relationships Education programme will be clear about the boundaries of their input and will be aware of the Relationships Education curriculum, relevant school policies and their work will be planned and agreed in advance.

11. Monitoring Arrangements

The delivery of relationship education is monitored by the PSHE leads through:

monitoring arrangements, such as planning scrutiny's, learning walks, and pupil voice etc.

Pupils' development in relationships education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by PSHE Leads. At every review, the policy will be approved by the Headteacher.

12.Linked Policy

The following linked policies are available on our website or a printed copy can be obtained from the school office.

- Safeguarding Policy
- E-safety Policy
- PSHE, SMSC, British Values and Wellbeing
- Anti-Bullying Policy

PSHE Progression Map

	Nursery	Reception	Year 1	Year 2	End of KS	Year 3	Year 4
Relationships	To begin to understand school rules and values. To begin to make friends Play with one or more other children, extending and elaborating play ideas. Show more confidence in new social situations Begin to make sense of their own life-story and family's history.	To understand the school rules and values. To develop a positive sense of themselves and others. To form positive relationships and develop respect for others. To develop social skills and learn how to manage their feelings. To understand appropriate behaviour in groups. To have confidence in their own abilities.	To understand and follow the school rules and values. To understand the roles of different people and that there are different types of families. To understand they should feel cared for and care for others. To understand what privacy is and to seek permission for things. To understand that their behaviour affects others and how to be polite and respectful.	To show a greater understanding of the school rules and values in discussions. To understand ways to make friends. To understand what to do if they are feeling lonely and how to get help. To recognise behaviour that is hurtful. Recognise what is similar and different about ourselves. To understand what a secret is; when it is ok to keep or when it is necessary to share. Working and playing co-operatively.	To be kind, positive and polite. To show courage, perseverance, love and nurture. To be a good friend and work well as part of a team.	How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve	how people' behaviour a themselves others, inclu online how to mod polite and c in different and recogni respectful b they should return about the re between rig responsibilit the right to and how to when a conf secret shoul (such as a ni birthday sur everyone wi about) or no to and wher

PSHE Progression Map

						disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this	(e.g. if some being upset the rights th children hav it is importa protect thes that everyor feel include respected ar discriminate how to resp witness or e exclusion, di or discrimina to respond t aggressive o inappropriat behaviour (i online and u physical con how to repo concerns

PSHE Progression Map

						how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	

PSHE Progression Map

PSHE Progression Map

PSHE Progression Map

Health and Wellbeing	To become more outgoing with unfamiliar people, in the safe context of their setting. To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. To begin to show an awareness of hygiene practices. To begin to understand how they can stay healthy by make healthy choices about food, drink, activity and tooth brushing.	To work and play cooperatively and take turns with others. To form positive attachments to adults and friendships with peers; To show sensitivity to their own and to others' needs. To begin to show an awareness of hygiene practices. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	To understand what it means to belong to a group. What are your roles and responsibilities? To know how we use the internet in everyday life. To understand what money is and how to look after it.	To understand why sleep is important. Keeping healthy; teeth and medicines including safety. To learn ways of managing your feelings and when to ask for help. Growing older; life stages. Including naming body parts. How to keep safe in different environments; keeping safe at home. Learning what to do in an emergency. Moving on to a new class.	To understand how to look after yourself and how to stay safe in different environments.	how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings how regular physical activity benefits bodies and feelings how to be active on a	how to reco personal qu individuality develop self identifying p things about themselves achievemen how their pe attributes, s skills and int contribute t self-esteem set goals for themselves how to man there are se learn from n and reframe thinking how to eat a diet and the of nutritiona foods how to mair oral hygiene regular brus flossing) and importance visits to the

PSHE Progression Map

						daily and weekly basis - how to balance time online with other activities how to make choices about physical activity, including what and who influences decisions how the lack of physical activity can affect health and wellbeing	how not eat balanced die affect health including the of too much acidic drink health About puber how out boo change durin puberty, inc menstruatio menstrual w erections an dreams How puberty affect emoti feelings How person routines cha during pube How to ask f and support growing and and puberty

PSHE Progression Map

PSHE Progression Map

PSHE Progression Map

PSHE Progression Map

Living in the wider world	Develop their sense of responsibility and membership of a community. Begin to understand how others might be feeling. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. To begin to understand how to stay safe online.	To make sense of their physical world. To make sense of their community. To use opportunities to observe and explore. To find out about people, places, technology and the environment. To begin to understand how to stay safe online. Talk about the lives of the people around them and their roles in society.	To understand what rules are and why we follow them. To know how to care for others and support their needs. To know how and why we care for the environment. To know how to use online services to communicate and do this safely. What are your strengths and interests? Does this link to any jobs in your local community? What jobs are available?	To understand what it means to belong to a group. What are your roles and responsibilities? To know how we use the internet in everyday life. To understand what money is and how to look after it.	To understand what it is to belong to a community and show an understanding in the roles and responsibilities in the world around them.	how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) how everyday health and hygiene rules and routines help people stay safe and healthy	how they be different gro communitie friendship, f clubs, classe groups what is mea diverse com how differen make up the wider/local community the school h community everyone to included and the different contribution people make how to be re towards peo may live diff them

PSHE Progression Map

						(including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns what to do in an emergency, including calling for help and speaking to the emergency services how to recognise, predict, assess and manage risk in different situations how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) how people can be influenced by	

PSHE Progression Map

						their peers' behaviour and by a desire for peer approval; how to manage this influence how people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online how to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law how people have a shared responsibility	

PSHE Progression Map

						to help protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way	

PSHE Progression Map

						· how people have a shared responsibility to help protect the world around them · how everyday choices can affect the environment · how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) · the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues · how to show care and concern for others (people and animals)	

PSHE Progression Map

						· how to carry out personal responsibilities in a caring and compassionate way	

PSHE Progression Map

Appendix 2

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex

PSHE Progression Map

education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with parents around the right to withdraw.

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.