

LOUDWATER COMBINED SCHOOL

Relationships Education Policy

At Loudwater Combined School we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education became part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

The aim of Relationships Education at Loudwater Combined School is to help pupils:

1. **Develop Positive Relationships:** Understand the importance of forming healthy and respectful relationships with others.
2. **Respect and Understand Diversity:** Appreciate the diversity of relationships, including family structures, gender, and cultural backgrounds, and learn to treat others with respect.
3. **Learn About Healthy Boundaries:** Understand the concept of boundaries in relationships, including emotional and physical boundaries, and learn how to communicate these in a respectful way.
4. **Equip Pupils with the Skills to Make Safe Choices:** Learn how to make informed and safe decisions regarding relationships and personal boundaries.
5. **Promote Well-being:** Develop emotional literacy and resilience to foster good mental health and well-being.

Legal Requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, making Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019).

To comply with the requirements to have an up to date Relationships policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019).

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy.

At Loudwater Combined School we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. (See Sex Education Policy)

Development of the policy

This policy was written by the PSHE subject lead with SLT using all relevant information including national and local guidance and guidance from Public Health PSHE lead.

All school staff were given the opportunity to look at the policy and make recommendations.

Parents and any interested parties were invited to attend a Parents Forum meeting where the policy was reviewed and discussed.

This policy was shared and ratified with governors.

This policy links to the PSHE policy, Sex Education Policy, Safeguarding Policy, Anti-Bullying Policy, Equalities policy, Drugs Education policy, E-safety policy, SMSC Education policy and the Behaviour for Learning & Positive Relationships policy.

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

Definition of Relationships Education

Statutory Relationships Education at Loudwater Combined School is taught through the PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance. (See appendix 2) Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access help when needed.

The Curriculum

Intent

Relationships Education became statutory from September 2020. High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self-respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply on line, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go on line with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can cause them harm
- Recognise intimate physical relationships are for adults

Content

Our Relationships Education curriculum covers the following core areas:

Families and People Who Care for Me

- Understanding different types of families and the people who make up those families (including single-parent families, extended families, same-sex families, etc.).
- Recognizing the importance of family relationships and how families support each other.
- The concept of commitment, care, and love within relationships.

Caring Friendships

- The qualities of healthy friendships, including trust, empathy, kindness, and respect.
- How to build and maintain positive, supportive friendships and resolve conflicts in a respectful manner.
- Understanding the importance of honesty, listening, and communication in friendships.

Respectful Relationships

- Understanding respect in relationships, including how to show respect to others in everyday interactions.
- Recognizing that everyone has the right to be treated with dignity and respect, regardless of differences in background, culture, or beliefs.
- Discussing the concept of consent in simple terms, appropriate to the child's age.
- The importance of boundaries in relationships, both physical and emotional.

Online Relationships

- Developing the skills to interact safely and respectfully with others online.
- The importance of privacy, how to keep personal information safe, and how to deal with inappropriate online content or behavior.
- Recognizing the difference between healthy and unhealthy online relationships.

Being Safe

- Learning to recognize safe and unsafe situations and how to seek help if they feel unsafe.
- Understanding basic concepts of body autonomy and the importance of saying "no" if they feel uncomfortable or unsafe.
- Promoting a healthy understanding of personal space and respecting the space of others.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Teaching and Learning Approach

Our approach to teaching Relationships Education is:

- **Active and Engaging:** We use a variety of methods including group discussions, role-play, stories, and interactive activities that engage pupils and allow them to explore different aspects of relationships.
- **Cross-Curricular:** Relationships Education is embedded into our broader curriculum, including PSHE (Personal, Social, and Health Education), RE (Religious Education), and Citizenship Education.
- **Promoting Emotional Literacy:** Children are taught to identify and express their feelings, practice empathy, and develop emotional resilience.
- **Clear Language:** We use clear, age-appropriate, and respectful language when discussing relationships, personal boundaries, and emotions.

Teachers are trained to deliver sensitive topics in a way that is appropriate for the age and maturity of the children, and always in a supportive and non-judgmental environment.

How delivery and content will be made accessible to all pupils including SEND

As far as is appropriate, pupils with special educational needs should follow the same Relationship Education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from Relationship Education to catch up on other national curriculum subjects: these aspects of development are as important to all pupils as their academic achievement.

Implementation

Relationships Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level.

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what, is being taught without sharing their own personal experiences in the lesson.

Outcomes for Relationships Education are defined by the DfE and cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- On line relationships
- Being safe*

*We teach the scientific names of body parts from Year 1.

NB Sex Education is taught as part of the PSHE curriculum in the context of Relationships Education but is not a mandated requirement. Please see the Sex Education Policy for further details.

What we use – We use the PSHE Association' Question-based Programme Builder and associated resources.

Who - Class Teachers will teach the lessons appropriate for their year group using PSHE scheme of learning.

When - Relationship Education lessons form part of the PSHE curriculum. It will be a weekly timetabled lesson as part of our PSHE spiral curriculum.

Where you can view curriculum information – please see appendix 1

Managing Difficult Questions

All aspects of Relationship Education are underpinned by shared and understood ground rules (see appendix 4) with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Impact

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and vice versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help

Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

Roles and Responsibilities

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE subject leader is responsible for leading and managing PSHE which includes statutory Relationships Education.

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of PSHE.
- Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the headteacher and/or PSHE subject leader.

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

Working with outside agencies and visiting speakers

See Appendix 5

Monitoring, evaluation and training

PSHE provision will be monitored and evaluated by the PSHE subject leader, SLT and Governors in line with the monitoring cycle agreed by the school through lesson observations, learning walks, feedback from staff and children. The Relationships Education policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

Working with parents and carers (consulting, informing and supporting)

We consult and work with parents to support pupils through parent forum meetings and web page resources. Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

See Sex Education policy for right to withdraw protocols.

Policy development

This policy was written by the PSHE lead with SLT using all relevant information including national and local guidance and guidance from Public Health PSHE lead.

All school staff were given the opportunity to look at the policy and make recommendations.

Parents and any interested parties were invited to attend a Parents Forum meeting where the policy was reviewed and discussed.

This policy was shared and ratified with governors.

Date of review: November 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Autumn - Marvellous Me! – Respect, caring friendships, building learning power, rules		Spring - Traditional tales/Bears – Telling the truth, right & wrong, empathy		Summer - Mini-beasts/Journeys – Caring for plants & animals, achievements, change/moving on, emotions	
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feeling?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How will we grow and change?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Appendix 1 PSHE curriculum overview

Key:- Health and Wellbeing Relationships Living in the wider world

Appendix 2 DfE descriptors

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>**Appendix 1 DfE descriptors**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Appendix 3 – DfE guide for parents

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

Appendix 4 - Ground Rules

The importance of ground rules for PSHE lessons

Before teaching about mental health and emotional wellbeing, clear ground rules should be established. This may also be known as class contract or class agreement and is one of the main ways of ensuring there is a safe teaching and learning environment. The ground rules should be consistently kept to and revisited throughout the lesson and should be clearly displayed in the classroom. Teachers should model good use of the ground rules and reinforce or renegotiate them as required.

In order for ground rules to be effective they should be developed and agreed with the pupils themselves, rather than 'given' or imposed by the teachers.

Teachers will want to explain that PSHE lessons cover a wide range of topics and can include talking about things that people have different feelings about and that it is important to ensure that everyone in the room feels able to participate.

Example ground rules - List 1 (shared agreement)

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down
- We use the correct vocabulary when possible, if we are unsure we ask the teacher
- We keep the conversation in the room
- We know we can ask for further help or advice if we want to

Example ground rules - List 2 (rights and responsibilities)

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to
- We have the responsibility to ensure people do not feel judged or 'put down'
- We have responsibility to use the correct vocabulary so as not to cause offence
- Everybody has the responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

Some ways of developing ground rules with pupils

- Use a character or persona doll and think about how they can be helped to feel comfortable in the lessons
- Give each individual pupil or pair of pupils a sheet of paper divided into sections and ask them to write one important rule in each section. Compare each other's responses to develop one class set to be agreed
- Ask one half of the class to write down or draw important things for the teacher to do in PSHE lessons and the other half to think about important things for the pupils to do

Some examples and things to consider with the class when developing a set of ground rules:

1) Sharing opinions, the right to 'pass' and asking questions

Consider with the class:

- that topics should be able to be openly and honestly explored
- the importance of everyone being entitled to express an opinion
- that pupils should join and actively participate in the lesson, but if someone feels uncomfortable with a topic or activity they should talk to the teacher individually (the teacher might prepare the class in advance by letting them know what topics are coming up). Pupils can let the teacher know anonymously or directly if they have any concerns about themselves or a friend
- that questions are welcomed but:
 - no one should ask a question that deliberately tries to embarrass or upset someone or encourages pupils to laugh at someone
 - teachers and pupils may choose to not answer a question if it is personal
- whether questions can be asked throughout the lesson or whether there may be a set time in the lesson when questions can be asked
 - at the beginning of the lesson, questions are invited and written on the flipchart to help direct the lesson based on the current needs and understanding of the class
 - by using an anonymous questions box where questions can be asked and followed up a later time (this is particularly useful if pupils want to ask questions that they may feel uncomfortable about asking in the lesson)

Examples:

- We join in and ask questions if we want to
- Everybody has the right to join in and speak if they want to

2) Listening to others

Consider with the class:

- what good or 'active' listening looks like
- how best to agree with or challenge someone's else viewpoint (ie: listening in full before making assumptions or formulating a response, not interrupting)

Examples:

- We make sure that everybody feels listened to
- Everybody has the right to feel listened to

3) No assumptions, non-judgemental

Consider with the class:

- that a range of different attitudes and beliefs may be explored in the lesson
- that there may not necessarily be a 'right' answer
- that everyone should be entitled to express an opinion or ask a question without feeling ridiculed - the importance of not making fun of or putting down other pupils
- where pupils disagree with another point of view, they should challenge the belief and not the person
- being careful not to make assumptions about the attitudes, values and life experiences of others

Examples:

- We make sure everybody feels ok – we don't put people down
- We have the responsibility to ensure people do not feel judged or 'put down'

4) Use of language

Consider with the class:

- the importance of using vocabulary everybody understands - in most cases the correct vocabulary should be used
- that vocabulary that is inaccurate or offensive should not be used (unless there is specific task that demands this)
- not just which words are used, but the way in which they are used, such as using correct vocabulary but in an inappropriate way to hurt someone or cause offence for example

Examples:

- We use the correct vocabulary when possible, if we are unsure we ask the teacher
- We have responsibility to use the correct vocabulary so as not to cause offence

5) Confidentiality

Consider with the class:

- that lesson time is not the appropriate setting to directly discuss their own personal experience or the personal experiences and private lives of others. General situations might be used as examples but names and identifying descriptions should be left out. Pupils can share stories or experiences without naming others, by saying: '*Someone I know...*' or '*A situation I heard about...*'

- the importance of not naming names or repeating other people's views if discussing lesson content outside of the classroom. You might also discuss why it is not appropriate to share the lesson content with younger pupils (depending on the nature of the lessons)
- emphasise that you cannot completely guarantee confidentiality, that if you become concerned that a child is at risk (being hurt or harmed), you will need to follow the school's safeguarding policy (tell someone else in school)

Examples:

- We keep the conversation in the room
- Everybody has the responsibility to keep confidentiality

6) Seeking help and advice

Teachers should direct pupils to:

- a person or people in school
- appropriate websites, helplines or text services where pupils might go to for further help or advice - these should be displayed in the classroom, especially whilst the topic is being taught

Examples:

- We know we can ask for further help or advice if we want to
- Everybody has the right to seek help or advice if they want to

Appendix 5 – Working with Outside Agencies

LOUDWATER COMBINED SCHOOL

Policy for working with outside agencies both in a teaching and non-teaching context

By outside agencies we are referring to anyone other than a member of the school staff, for example: statutory organisations, school nurse, voluntary sector/charities, theatre companies, freelance consultants, parents with particular expertise and members of religious groups.

It is important that any outside agencies we use are aware of our policies for Safeguarding and Child Protection. Staff must be aware of whether individuals representing outside agencies have DBS clearance. If the representative does not have DBS clearance they must not have unsupervised contact with pupils or be unaccompanied whilst on school premises.

The use of outside agencies adds an important dimension to pupils' experience of school. When used in a planned way, this will enrich the school curriculum. The school will be very clear about the purpose, role and desired outcomes of external agency involvement and will liaise closely with them to ensure this. It will therefore be necessary to discuss content and style of delivery with the external provider as appropriate. The input they are providing must be part of the planned curriculum and the teacher(s) must ensure that preparatory and follow on work are planned for.

The following are important general protocols to follow:

- Contact/meet with the person or agency beforehand to clarify what they will do and how.
- Staff need to explain clearly their expectations as well as listen to the intentions of the provider.
- Agree aims and objectives of input
- If required, a risk assessment should be seen in advance of the session
- Ensure that agencies working unsupervised with children are DBS checked and are aware of our Safeguarding Policy
- Ensure that school staff make external agencies aware of any other relevant school policies
- The school/teacher must take responsibility for the behaviour and discipline of pupils.

- Other than for counselling sessions, educational assessments, peripatetic teachers/coaches and health checks it is imperative that teaching staff are always present in the classroom or assembly and that they actively listen to the input.
- **Where a teacher feels that the input is becoming inappropriate, or straying too far from the negotiated content, she or he should intervene and if necessary stop the input.**
- The success of the input from the external agency should be evaluated after the session.

Reviewed November 2024