



Relationships Education Policy

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Signed: _____ Date: _____

(Chair of Governors/Chair of Responsible Committee)

Rationale and Ethos

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 will be part of the taught curriculum within PSHE. This is an essential part of children's education and contributes to their personal development.

Relationships Education, delivered through PSHE lessons, will provide our pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible young people.

As a Church of England School, it is imperative that our Relationships Education not only develops the emotional, social and physical aspects of growing up but also explores the spiritual and moral aspects of relationships within the context of a Christian vision, in order for our pupils to flourish and gain every opportunity to live fulfilled lives. This policy promotes our core Christian values of Respect, Love and Trust alongside our other values, Wisdom, Forgiveness, Hope and Courage.

Legal Requirements

Twyford C of E School is required, by law:

- 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, which make Relationships Education compulsory for all pupils receiving primary education.
- 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 Sex Education policy developed in consultation with pupils, parents, carer, staff and governors and in line with the DfE statutory guidance on Relationship 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 Sex Education teaching are identified and followed in accordance with the school safeguarding policy.

Policy Development

This policy has been developed by the PSHE Lead to include all relevant national and local guidance as well as guidance from Buckinghamshire Council's PSHE Lead. The consultation and policy development process involved the following:

- All school staff were consulted and given the opportunity to look at the policy and make recommendations.
- Governors were consulted and given opportunity to feedback and make recommendations.
- The policy was made available to parents for a consultations period and they were invited to discuss any points.

This policy links to the PSHE Policy, Sex Education Policy, Child Protection Policy, Anti-Bullying Policy, Equalities Policy and the School Behaviour Policy.

What is Relationships Education?

The term 'Relationships and Sex Education' (RSE) is aimed to acknowledge that the primary school approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

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 online and offline lives and how to report any concerns or abuse and where to access help if they need it.

The Curriculum

Intent

As a Church of England School, we are committed to the spiritual, moral, social and cultural development of all children, as well as having a robust approach to safeguarding. High-quality RSE is crucial to both of these.

Relationships Education at Twyford C of E School will support pupils to;

- Build positive, respectful relationships with other people
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise positive friendships and how to be a good friend
- Recognise diversity and difference within relationships and show respect for others beliefs and life choices
- Develop skills and attributes to keep themselves healthy and safe online and when or how to report concerns
- Develop an attitude of a responsible global citizen
- To show tolerance of others beliefs, religions and life choices

Implementation

Relationships Education at Twyford C of E School will be delivered through discrete weekly PSHE lessons, taught in classes, by class teachers. The long term planning for the delivery of a statutory relationships education has been developed by the PSHE lead in guidance with The PSHE Association. It takes a thematic approach to primary PSHE education. The programme of study encompasses three core themes;

- Health and Wellbeing
- Relationships
- Living in the Wider World

Each core theme is broken down into three topics;

Health and Wellbeing

- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

Relationships

- Families and Friendships
- Safe Relationships
- Respecting Ourselves and Others

Living in the Wider World

- Belonging to a Community
- Media Literacy and Digital Resilience
- Money and Work

Each topic area is carefully adapted to meet planning requirements, pupils' stage of development and due to our mixed age classes, topics will be planned on a two-yearly cycle so that appropriate time can be spent on the delivery of each core theme. We also recognise that planning must be adapted year on year to reflect the context and needs of the school and local community.

In some instances, additional qualified experts such as emergency services and school nurse may be used to support and complement aspects of our PSHE curriculum to offer additional learning opportunities. Collective Worship sessions may also be planned to cover any additional sessions that would benefit the whole school.

Impact

A high quality Relationships Education will enable our pupils to:

- Develop healthy and positive relationships with others and be able to recognise ways in which relationships are not healthy
- Keep themselves healthy and safe
- Build tolerance and sense of responsibility of being a global citizen
- Understand the different lifestyles that people may live and be respectful towards those leading different lives to themselves

Inclusion

At Twyford C of E we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. Whilst we are a Church of England School, we acknowledge that there are many different faith and cultural aspects of RSE. As a school, we will deliver RSE in a factual, non-judgemental way, teaching and valuing the importance of tolerance. A range of different families and relationships will be explored within RSE. All children, whatever their family background, need to feel that RSE is relevant to them and sensitive to their needs.

In order to ensure the Relationships curriculum meets the needs of all:

- We will not promote a particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.
- We will ensure that the learning is both age-appropriate and suited to the learning needs of all.

SEND

At Twyford C of E School Relationships and Health Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility. We will adapt our curriculum where necessary to consider our pupils:

- Level of vulnerability
- Need to learn and demonstrate appropriate behaviour
- Need to develop self-esteem and positive body image

Confidentiality and Safeguarding

PSHE, including RSE, is a safeguarding curriculum that provides children with the knowledge and skills they need to safeguard themselves and others from potential harm. We have a responsibility to fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with our school's safeguarding policy and procedures.

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 DSL and share concerns with parents/carers according to the school's safeguarding policy and procedures.

Roles and Responsibilities

Parents

The primary role in children's RSE lies with parents and carers. As a result, it is essential positive and supporting relationships between parents and school are established.

The Governing Body

It is the statutory responsibility of the governing body to ensure that the school has a compliant and up to date Relationships Education policy.

The Headteacher/PSHE Lead

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

The PSHE curriculum leader is responsible for ensuring that PSHE is taught consistently across the school. They will check that all topics are being taught and will also spend some time speaking to children to ensure they feel safe and confident within their PSHE lessons. The PSHE lead will monitor and evaluate the quality of teaching and standard of children's work. The PSHE lead will support colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

School Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Seeking opportunities for further professional development as required.

Pupils

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

Monitoring, Reporting and Evaluation

The delivery of RSE is monitored by the Lead for PSHE, Headteacher and Governor responsible for PSHE. Monitoring will be completed regularly through learning walks, planning reviews, pupil voice and work sampling.

Pupils' development in RSE should be monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years or in the event of updated statutory guidance.

Appendix 1: Statutory Relationships Education Content

By the end of Primary School:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.
Caring Friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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) whom 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 e.g. family, school and/or other sources.

Appendix 2: Statutory Health Education Curriculum Content

By the end of Primary School:

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet Safety and Harms	<p>Pupils should know</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.• where and how to report concerns and get support with issues online

Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol and Tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3

Additional links

DFE Guidance – ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ 2019. This guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.

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

The Church of England Vision for Education – ‘Deeply Christian, Serving the Common Good’; Autumn 2016. Our church schools must be committed to being welcoming and inclusive communities where all feel included, can learn and flourish, living out Jesus’s promise of ‘life in all its fullness’ (John 10:10), regardless of their family arrangements, beliefs or sexual or gender orientation.

<https://www.churchofengland.org/more/education-and-schools/vision-education>

The Equality Act 2010. The Act protects people from discrimination and harassment. It places a duty on educational facilities to be proactive in considering the need to address inequalities.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Valuing All God’s Children (VAGC) published by the Church of England’s education Office; Summer 2019 (2nd Edition). This document seeks to offer guidance and support in tackling homophobic, biphobic and transphobic bullying in schools

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Pastoral Principles for Living Well Together; Church of England; April 2019. These principles help shape the way we all relate to one another. The document can be found here:

<https://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf>

The Church of England’s Education Office publication, ‘RSHE Principles and Charter’ – This document explores the pastoral principles in more depth and how they relate to delivery of RSE in schools.

https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf

Advice Document for Schools and Community Groups; Southampton SACRE; Revised January 2020 :

<http://www.youngsouthampton.org/working-with-children/schools-guidance/sacre/local-advice-guidance.aspx>