



## Relationships Education Policy

Produced by Kristee Veale in consultation with Elliott

Plumb

Reviewed – November 2024

This policy covers our approach to Relationship and Education; a statutory component of the PSHE and Citizenship curriculum from Summer 2021. It aims to set out the purpose of Relationships and Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered at Kingshill.

We define Relationship Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up. As an infant school, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. Parents do not have the right to withdraw their children from Relationship and Health education.

### Purposes and Principles

At Kingshill, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence – enabling them to cope with life and live safely and happily in the modern world. Kingshill highly values the partnership between parents and carers and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationship Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT community through our relationship curriculum.

**Through our comprehensive Relationships and Education provision, we aim to provide all pupils with:**

- the knowledge and understanding of a variety of relationships
- the ability to identify any concerns they have about a relationship

- coping strategies and an awareness of how and where to seek support
- an understanding of their rights and responsibilities within a range of relationships
- an awareness of the process of growing up and the changes they and others will experience
- an understanding of the characteristics of positive relationships

### **Statutory Regulations**

From September 2020, all infant schools must deliver Relationship Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Documents that inform the school's Relationships and Sex Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

### **Roles and Responsibilities**

The Relationship Education programme at Kingshill school will be led by Kristee Veale (PSHE lead).

The school governor representative responsible for the Relationship and Education programme is Claire Holtby.

All staff members involved in teaching and supporting the Relationship and Education curriculum will be trained and supported by Kristee Veale.

### **Our Relationships Education Curriculum**

Our inclusive curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Foundation and Key Stage 1. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum. The purpose of Relationship Education is to educate pupils, age appropriately, about relationships and diversity in the world they live in. It is important that pupils know that different families and individuals exist and are respected under the law.

## PSHE curriculum plan

	Autumn term	Spring term	Summer term
<b>Nursery</b>	<p><b>Me and My Relationships</b> Marvellous me! I'm special</p> <p><b>Valuing difference</b> Me and my friends Friends and family Including everyone</p>	<p><b>Keeping myself safe</b> People who help keep me safe (including listening to my feelings) Safety indoors and outdoors What's safe to go into my body</p> <p><b>Rights and responsibilities</b> Looking after myself Looking after others Looking after my environment</p>	<p><b>Being my best</b> What does my body need? I can keep trying I can do it</p> <p><b>Growing and changing</b> Planting seeds Life cycles of caterpillar</p>
<b>Reception</b>	<p><b>Me and my relationships</b> All about me What makes me special? My special people Who can help me? My feelings</p> <p><b>Valuing difference</b> I'm special you're special Same and different Same and different families Same and different homes Kind and Caring</p>	<p><b>Keeping myself safe</b> What's safe to go into my body Keeping myself safe (What's safe to go into my body including medicine) Safe indoors and outdoors Safety online Listening to my feelings People who help keep me safe</p> <p><b>Rights and responsibilities</b> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money</p>	<p><b>Being my best</b> Bouncing back when things go wrong (growth mind-set) Yes, I can! Healthy eating Move your body A good night's sleep</p> <p><b>Growing and changing</b> Seasons Life stages - plants, animals, humans Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - boys and girls</p>

<p><b>Year 1</b></p>	<p><b>Me and my relationships</b>          Why we have classroom rules          Thinking about our feelings          Our feelings          Feelings and bodies          Our special people          balloons          Good friends          How are you listening?</p> <p><b>Valuing difference</b>          Same or different          Unkind, tease or bullying?          Harold's school rules          Who are our special people?          It's not fair!</p>	<p><b>Keeping myself safe</b>          Healthy me          Super sleeping          Who can help?          Harold loses Geoffrey          Who could help Harold?          Good or bad touches          Sharing pictures</p> <p><b>Rights and responsibilities</b>          Harold's wash and brush up          Around and about the school          Taking care of something          Harold's money          How should we look after our money?          Basic first aid</p>	<p><b>Being my best</b>          I can eat a rainbow          Eat well          Catch it! Bin it! Kill it!          Harold learns to ride his bike          Pass on the praise          Harold has a bad day</p> <p><b>Growing and changing</b>          Inside my wonderful body          Taking care of a baby          Then and now          Who can help          Surprises and secrets          Keeping privates' private</p>
<p><b>Year 2</b></p>	<p><b>Me and my relationships</b>          Our ideal classroom x 2          How are you feeling today?          Bullying or teasing?          Don't do that!          Types of bullying          Being a good friend          Let's all be happy</p> <p><b>Valuing differences</b>          What makes us who we are?          How do we make others feel?          My special people          When someone is feeling left out          An act of Kindness          Solve the problem</p>	<p><b>Keeping myself safe</b>          Harold's picnic          How safe would you feel?          What should Harold say?          I don't like that          Fun or not?          Should I tell?          Some secrets should never be kept</p> <p><b>Rights and responsibilities</b>          Getting on with others          When I feel like erupting          Feeling safe          How can we look after our environment?          Harold saves for something special          Harold goes camping          Playing games</p>	<p><b>Being my best</b>          You can do it!          My day          Harold's postcard - helping us to keep clean and healthy          Harold's bathroom          My body needs...          What does my body do?</p> <p><b>Growing and changing</b>          A helping hand          Sam moves away          Haven't you grown          My body, your body          Respecting privacy          Basic first aid</p>

Learning in Relationship and Education lessons will be linked to a range of curriculum areas, in particular Science, RE and PE in KS1, where we feel that they contribute to a child's knowledge and understanding of his or her body and how it changes. Linked with RE, children reflect on family relationships, different family groups and friendship. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities across the curriculum.

We encourage the children to take part in a range of practical activities that promote active health education and citizenship.

Since Relationship and Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the curriculum but through all aspects of school life including the playground. All staff understand that they have a responsibility to implement this policy and promote the aims of the school at all times.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built into every lesson.

### **Delivering the curriculum**

At Kingshill our PSHE lessons are taught by experienced staff who are trained in delivering the specific content of the lesson. Ground rules are established in class and the children are regularly reminded of these. Special consideration is given when teaching particularly sensitive content and staff are fully aware of the children in their class and how they might relate to the lesson content. Teachers ensure that children are comfortable to ask questions and discuss issues openly. There are also opportunities for any children wishing to discuss confidential matters relating to the lesson content.

In order to meet the needs of all children and to make our lessons engaging, we deliver our Relationship and Education through a variety of teaching methods and interactive activities, including:

- dedicated curriculum time
- teaching PSHE through and in other subjects'/curriculum areas
- circle time
- specialised assemblies
- PSHE activities and school events such as, SCARF LifeSpace visit
- pastoral care and guidance
- visiting speakers
- children's mental health week – Spring term (supported by place2be)

As a school we use a combination of the SCARF programme and places2be, which supports children's mental health. SCARF is a structured, whole-curriculum framework with resources for teaching social, emotional and behavioural skills to children, to aid our delivery of PSHE. Where appropriate, we use the guidance from the NSPCC regarding sensitive issues, such as 'Pants are Private'.

At Kingshill, we have a school nurture group (led by Sam Quickenden), which focusses on developing children's social skills, through Lego therapy and small group activities.

In each class, there is a 'Worry Monster' and the children write any concerns they may have to the 'Worry Monster'. The children are then given the opportunity to discuss their worries in 'The Nest', which has been set up to support children's mental health and well-being at Kingshill (led by Louise Finch and Coral Munro).

Teachers work closely with the DSL's, SEND teacher (Stef Todd) and SEND assistant (Helen Godfrey) to identify children who need additional support and then appropriate provision is put in place.

We also have a separate class 'The Cocoon' to support children with behaviour and learning needs.

Staff wellbeing is integral to promoting a whole-school approach to mental health and wellbeing and all staff have access to outside provision to support their mental health.

### **Assessment, Recording and Reporting**

Self-assessment is an important part of learning in Relationship Education and PSHE. Children are given the opportunity to reflect on their learning during PSHE lessons. At Kingshill, we highly value pupil voice and we take into account the opinions and comments of our children.

In KS1 teachers assess the children's learning by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. In class, children get the opportunity to celebrate personal achievements outside of school. Children are sent to a member of the Senior Leadership Team to share outstanding pieces of work and to receive a special award sticker. Throughout the year, KS1 teachers will make judgements against expected learning outcomes on which children are working towards or working at age appropriate expectations. At the end of the academic year the PSHE assessment is an overall judgement from the information collected throughout the year.

Early Years Foundation Stage Assessment is ongoing based on the Early Years Outcomes. At the end of the Foundation Stage children are assessed against the EYFS profile and are assessed as working at emerging or at an expected level of development.

Teachers delivering the Relationships Education curriculum through PSHE, critically reflect on their teaching and best practice is shared through learning walks, monitoring of planning and children's work and training opportunities. Teachers and support staff have completed places2be training, which covers understanding mental health and looks at strategies to support the mental health of both the children and staff at Kingshill.

### **Safeguarding**

Teachers are aware that effective Relationship Education brings an understanding of what is and is not appropriate in a relationship, which can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding leader:

Designated Senior Leader of Safeguarding: Elliott Plumb

Designated Deputy Leader of Safeguarding: Jenny Milbourn, Tracey Tomlin, Holly Turner, Vickie Fishburn

Visitors and external agencies which support the delivery of Relationship Education will be required to adhere to the school's safeguarding policy.

### **The role of the co-ordinator**

The co-ordinator has a duty to:

- support colleagues in the delivery of the curriculum through the SCARF scheme
- support colleagues in specific areas of sensitivity by discussion such as, 'Pants are Private'.
- attend training and feedback to staff during staff meetings
- organise and maintain resources relevant to the main topics
- model good practice

This policy is available to view on the school website under our 'Policies' section.

At Kingshill, we are committed to working closely with parents and carers and we do this by:

- letters informing parents of recent changes
- PSHE SCARF workshops
- links to relevant websites and book recommendations to support Relationships Education at home
- informing parents of the PSHE curriculum plan of when lessons will be taking place

Our Relationships Education policy links to the following other school policies:

- Safeguarding policy
- Positive Behaviour Management policy

The policy will be reviewed in line with the Governor policy review programme.

Review: November 2025