Monks Risborough
Church of England Primary School
'A school family where everyone thrives in every way.'

Relationship Education Policy

This policy was reviewed Summer 2025

The policy is to be reviewed Summer 2026

Signed …… Chair of Governors

Date……

School ethos

At Monks Risborough CE 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 will be part of the taught curriculum within PSHE (Personal Social Health and Economic Education). This is an essential part of a child's education and contributes to their personal development.

Aims of the Relationships policy

All state funded primary schools are required to teach Relationships Education and to have a Relationships Education policy by September 2020

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education

Legal Requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, which are made under sections 34 and 35 of the Children and Social Work Act 2017, and make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. (Please see Appendix 1 for links to the DFE information.)

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 Monks Risborough CE Primary 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. (Please see Sex Education Policy)

Development of the policy

This policy was developed by the PSHE lead in consultation with school governors and parents. This policy links to the PSHE policy, Sex Education Policy, Child Protection Policy, Anti-Bullying Policy, Equalities policy and the School Behaviour 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 discuss any aspect of this policy and the provision in school.

Definition of Relationships Education

Statutory Relationships Education at Monks Risborough CE Primary 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 1). 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 lives – including online – and how to report any concerns or abuse, and where to access help when needed.

Statutory Relationships Education, Relationships and Sex Education (RSE) Curriculum Content

Our RSE curriculum is embedded within our PSHE curriculum however, this will be adapted when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children should know:

- 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

Children should know:

- 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 physically or verbally aggressive behaviour 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

Children should know:

- 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.
- 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 granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- 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

Children should know:

- 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 and others.
- 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.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation 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).

Our Curriculum

Our Intent

Why teach Relationships Education?

Relationships Education will become 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 online, 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 online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could cause them harm
- Recognise intimate physical relationships are for adults.

Our Implementation

Relationship 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. Further details can be found in appendix 1. We use a programme called Jigsaw throughout all classes in the school, which is a detailed and comprehensive scheme designed to help teach PSHE in primary schools.

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.

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.

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

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

*We teach the scientific names of body parts

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 do we use? We use a programme called Jigsaw – please see our PSHE policy for more details.

Who teaches this? We feel the children benefit from being taught this by the adults they are most familiar with therefore class teachers teach relationship education.

When do we teach it? Part of the PSHE curriculum and details by year group 45 mins per week across all year groups.

SEND

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Where can I view curriculum information? Please see appendix 2 (year by year overview of the PSHE provision and where we cover Relationships Education)

Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules 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 visa 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 – see our Sex Education Policy.

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with sensitivity and respect.

Monitoring, evaluation and training

PSHE provision will be monitored and evaluated by the PSHE lead, School Senior Leadership Team and Governors in line with the monitoring cycle agreed by the school. The PSHE 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 in accordance with the school's CPD programme for staff development

Working with parents and carers

Consulting and working with parents to support pupils (including parent information evenings) and web page resources / leaflets. We offer dedicated parent sessions when teaching puberty (e.g. mums and daughters and dad and lads' sessions).

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. Please refer to our Sex Education Policy - Right to withdraw and protocols

Appendix 1- DfE information for parents

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

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

Statutory Guidance (full guidance)

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

Appendix 2 – Links to our PSHE including Relationships and Health Curriculum

Whole School Overview of PSHE

https://primarysite-prod-sorted.s3.amazonaws.com/monks-risborough-cofe-primary-school/UploadedDocument/b86fad3df7fa4903853cbf402feb94ed/uk-3-11-snapshot-overview-map.pdf

Whole School Overviews of relationship and health units of work

https://primarysite-prod-sorted.s3.amazonaws.com/monks-risborough-cofe-primary-school/UploadedDocument/45795f0ab10a4c489feb259c85b42566/jigsaw-pshe-3-11-puzzle-map-05-relationships.pdf

https://primarysite-prod-sorted.s3.amazonaws.com/monks-risborough-cofe-primary-school/UploadedDocument/8f607560bbee4cf39d00c6d4c677b893/jigsaw-pshe-3-11-puzzle-map-06-cm.pdf

You can find individual year group overviews for PSHE which are more detailed on our PSHE page on our website too:

https://monks-risborough-cofe-primary-school.secure-primarysite.net/pshe/

Please ask the school office team if you would like a printed copy of these resources.