



The John Hampden School Wendover

POLICY

for

RELATIONSHIPS EDUCATION

KS1

Ratification – 24<sup>th</sup> June 2021

Policy Review Date: June 2022

Policy reviewed by: FULL GOVERNING BOARD

**See Glossary of terms at end of Policy Document**

## **1. School ethos/values statement**

At John Hampden School we are committed to providing a holistic and nurturing approach to education designed to support the academic, cultural, personal and social development of all our pupils. This is based on our school aims which include; to provide security and to prepare for life as well as our school ethos of loving to learn. We believe that children who are happy and who feel valued are in the best position to learn effectively. Our school aims to be a secure and welcoming environment that fosters the social skills to use in a diverse community. We strive for high quality care, guidance and support.

We have identified seven core values which underpin our ethos of loving to learn:

Perseverance, Independence, Belonging, Collaboration, Reflection, Good Manners and Respect.

We believe that every child should have the opportunity to develop and build their self-esteem and self-confidence through the development of social and emotional resilience. We recognise the important role we have in helping all pupils to develop strong, healthy relationships. We want our children to be better equipped, more responsible and effective by the time they finish their journey at John Hampden School and move onto the next phase of their lives.

This begins in the Early Years (Nursery & Foundation Stage), following the EYFS Framework with PSHE at the heart of the curriculum. The key prime area of Personal, Social and Emotional Development focuses on; Making Relationships, Managing Feelings & Behaviour, Self-Confidence and Self-Awareness. The KS1 curriculum at The John Hampden School is firmly embedded on this teaching.

## **2. Aims of the Relationships Policy**

From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

At John Hampden School we aim 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
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Provide pupils with the appropriate vocabulary to describe relationships

## **Legal Requirements**

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

To comply with the Relationships Education and Health Education statutory guidance from the DfE (June 2019) teaching pupils about how to be safe and appropriate vocabulary to do so, is compulsory.

To comply with requirements, this Relationships policy has been developed in consultation with pupils, parents and carers and has due regard for:

- DfE statutory guidance on Relationships Education and Health Education (June 2019)
- The Education Act (1996)
- The Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups

- DfE guidance on the Character Planning Framework (2019)

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.

### **3. Development of the Relationships Policy**

This policy is developed by the PSHE lead in consultation with the PSHE Lead at County, staff, pupils, school governors and parents.

- Review process – The PSHE lead, SLT & a working group collated relevant information based on local and national guidance
- Staff consultation – all staff invited to make recommendations
- Parent/Stakeholder consultation – parents invited to attend a meeting(s) concerning the Relationships Policy
- Pupil consultation – pupil voice gathered through a questionnaire, Class Council Circle Time & School Council

The Relationships Policy links to the following policies: PSHE, SMSC, Science, Child Protection, Safeguarding, Anti-Bullying, E-Safety, RE, Equalities & Cohesion and School Behaviour.

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. Parents/carers are able to make an appointment to come in to discuss any aspect of this policy and the associated provision in school.

### **4. Definition of Relationships Education**

Statutory Relationships Education at The John Hampden School is taught through the PSHE curriculum, teaching pupils what they need to know by the end of Year 6 as defined by the DfE guidance (See Appendix 1.) As an infant school, we have identified what they need to know by the end of Year 2 with an awareness of what will follow as our pupils enter KS2. Relationships Education provides pupils with the information they need to help them develop healthy, nurturing relationships with other children and with 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 range of relationships including those with friends and family at home, within school and in the wider community in which they live. Relationships Education also teaches pupils to recognise how to keep safe, to identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access support when needed.

## **5. The Curriculum**

### **Intent**

Why teach Relationships Education?

Relationships Education is 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
- Develop 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 and resilience
- Positively engage in social interaction and contribute to the wellbeing of others

- Understand that the principles of positive relationships also apply on line including, 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 discourage all forms of bullying and discrimination
- Recognise inappropriate behaviour and bullying and to report concerns or abuse and to report concerns or abuse using the appropriate vocabulary to do so
- Understand what to do if they view material online that concerns them and how to keep themselves safe online

## **Implementation**

Relationships Education is delivered through the PSHE Curriculum. Certain aspects of Relationships Education are taught at an age appropriate level as defined by the DfE and as determined by stakeholder consultation.

Pupil voice through CCCTs and School Council is used to inform curriculum practice.

### Methods of teaching and ground rules

- Conducted by a known teacher in the classroom
- Distancing techniques used to teach relationships education whereby adults depersonalise examples which support children to explore what is being taught without the need to share personal experiences in the lesson
- Lessons begin with an explanation/reminder of ground rules
- Provision of high quality resources that will be subject to regular review. These will include; stories, SEAL photos, puppets, role-play, video clips and graffiti walls
- Lessons follow the agreed Long Term Framework and the associated individual session plans
- Only include the agreed vocabulary for each year group (Appendix 3)
- Ground rules are based on The John Hampden School Values & Behaviour expectations as well as the clear understanding that no children's names will be/referenced mentioned by either teaching staff or pupils during a PSHE or Relationships lesson
- A mind map may be used at the start and again at the end of a unit to ascertain starting points for learning and as a means to assessing progress made

### Inclusivity

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 stereotypes.

Outcomes for Relationships Education are defined by the DfE and for The John Hampden School pupils cover:

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

Outcomes for The Character Planning Framework are defined as:

- Interpersonal & Social Effectiveness
- Self-awareness
- Values
- Resilience

- Effectiveness within a wider community
- Risk Management

Curriculum planning and delivery is informed by guidance from the PSHE Association programme of study and also informed by elements from The Cambridge Scheme.

Lesson plans are differentiated to ensure content accessibility to all pupils including those with SEND and pupils with EAL. We are mindful that activities, resources and vocabulary are appropriate to need with the option of small group delivery where required.

Relationships lessons will be taught in KS1 within the PSHE curriculum in units across the year (see LTP Appendix 2, Relationships curriculum map and vocabulary lists Appendix 3).

Personal safety, anti-bullying and online safety are introduced during Safety Week in the autumn term in the form of bespoke year group assemblies led by key members of staff, these are followed up by class teaching and Circle Times. Whilst these themes are revisited termly, opportunities to guide and support pupils by staff are offered according to need throughout the year.

Mental and physical well-being is taught in a range of engaging ways including sessions with visiting speakers during Health Week in the autumn term and is revisited throughout the year.

The campus Junior and Secondary schools support teaching with age appropriate talks and activities delivered by their pupils and students.

Learning about relationships in PSHE education lessons will link to/complement learning in other subjects including; Science, RE, SMSC and P4C/Growth Mind set.

Pupils will be encouraged to reflect on their own learning at the end of each lesson in line with our value 'to reflect'.

### **Managing Questions**

All aspects of PSHE are underpinned by shared and understood ground rules based on our School Values and Behaviour expectations (see Appendix 4) with lessons being delivered in a safe and well managed environment by class teachers known to classes.

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. Every class has a Bubble Time Chart and a Feelings Face Chart which provide pupils with the opportunity to sign up to have a separate conversation with a member of staff. 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.

All staff teaching Relationships Education will be supported by SLT and the PSHE Lead.

### **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

## **6. 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.

## **7. 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 Head teacher to account for its implementation. The Head teacher is responsible for ensuring PSHE is taught consistently across the school.

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 each other with respect.

## **8. Working with outside agencies and visiting speakers**

Our school is committed to safeguarding and promoting the welfare of all children in our care. Any visiting speakers/outside agencies will be vetted according to the guidance within the Child Protection Policy.

## **9. Monitoring, evaluation and training**

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The Relationships Policy will be reviewed annually and pupil voice will play a part in its continued development.

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.

SLT to undertake PSHE learning walks to ensure continuity and consistency of teaching.

PSHE Coordinator to conduct regular planning & work scrutiny and feedback findings to SLT, Link Governor & staff. Pupils will have opportunities to review and reflect on their learning during lessons. Pupil voice will be influential in adapting and amending planned learning activities.

## **10. Transition**

SLT & PSHE lead to ensure that all teaching staff complete a detailed handover to the next teacher/school outlining coverage and outcomes.

## **11. Working with parents and carers (consulting, informing and supporting)**

Consulting and working with parents and carers to inform them of what is being taught and how to support their children through parent information sessions, web page resources and information in the school newsletter.

Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education from September 2020.

## **Glossary of Terms:**

DfE – Department for Education

PSHE – Personal, Health & Emotional Education

EYFS – Early Years Foundation Stage

P4C – Philosophy for Children

SMSC – Spiritual, Moral, Social, Cultural Education

RE – Religious Education

EAL – English as an Additional Language

SEAL – Social & Emotional Aspects of Learning

SEND – Special Educational Needs & Disability

SLT – Senior Leadership Team

DLS – Designated Safeguarding Lead

LTP – Long Term Plan

CPD – Continuing Professional Development

CCCT- Class Council Circle Time (class questionnaire to gather views from each class)

Circle Time – Class discussion in a circle

Character Planning Framework – designed to help children develop a robust set of skills and attributes that will enable them to confidently face life's challenges and opportunities, now and in a fast changing future

Pupil Voice – capturing views of pupils

Bubble Time – A chart providing opportunities for all pupils to sign up for time to talk privately with a member of staff

## Appendix 1

### Statutory guidance: Relationships Education

#### By the end of primary school (Year 6)

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>
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	<ul style="list-style-type: none"> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>



	<ul style="list-style-type: none"> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>

## Appendix 4

The John Hampden School Behaviour Expectations:

- ❖ Do be gentle
- ❖ Do be kind and helpful
- ❖ Do work hard
- ❖ Do look after property
- ❖ Do listen to people
- ❖ Do be honest
- ❖ Do be polite

The John Hampden School Core Values:

- ❖ Perseverance
- ❖ Independence
- ❖ Belonging
- ❖ Collaboration
- ❖ Reflection
- ❖ Good Manners
- ❖ Respect

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