



## Relationships Education Policy

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Date of review	September 2023	Date ratified by Chair of Governors	November 2023
Date of next review	September 2024	Reason for review	Annual Review

This policy is for all pupils at Hampton Pre-Prep & Prep School (the School), therefore includes the Early Years Foundation Stage (EYFS), Pre-Prep and Prep Departments.

The policy is available to all pupils and parents via the School's website, or from the School Office.

## Introduction

Relationships Education is compulsory in all primary schools in England, as detailed in Appendix 1. Our policy has regard to the following statutory guidance:

- *The Education Act 2002 (Section 80A) and the Education Act 1996 (Section 403)*
- *Sexual Health and Wellbeing Action Plan, 2010 – 2015*
- *Guidance on sex and relationships education (RSE) in schools*
- *Requirements of the Personal and Social Education Framework for 7 to 19 year olds.*

[Government guidance - click here](#) .

## Rationale

We are mindful that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. Naturally, this presents many positive and exciting opportunities, but also challenges and risks. In this environment, it is essential that our pupils know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, including the nature and quality of the personal relationships they will establish and seek to maintain.

Relationships Education provides an important forum to give pupils the life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. It is, therefore, a tool to safeguard children.

Relationships Education is an important part of the Life Skills programme at the School, and aims to promote equality between individuals and groups irrespective of individual differences. It involves an exploration of human and social diversity, and a fostering of self-worth.

Relationships Education is not delivered in isolation but firmly embedded in other curriculum areas (e.g. Computing (e-safety), RE and Science), including Personal, Social, Health and Economic education (Life Skills – the name the School has adopted for PSHE).

## Definition

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity.

Relationships involves a combination of sharing information, and exploring issues and values.

Relationships Education is not about the promotion of sexual activity.

## Links with other policies

We recognise that this policy links and cross-references with a number of other policies; it should therefore be read in conjunction with the following:

- Life Skills (PSHE) Policy
- Safeguarding (Child Protection) Policy\*\*
- Anti-Bullying Policy
- Equality, Diversity & Inclusion Policy\*\*
- Looked After Children Policy\*\*

- Mental Health Policy\*\*
- ESafety Policy\*\*
- Special Educational Needs & Disability (SEND)\*\*

\*\*Denotes Hampton School Trust policy

## Parents

We are very aware that parents/carers are the prime educators of children on many of these matters and fully appreciate that we, as a school, will be seeking to complement and reinforce the role the family plays.

## Aims

The aims of Relationships Education at the School are:

- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

## Objectives

**It is the School's primary objective that our broad and balanced curriculum will:** promote the spiritual, moral, cultural, mental and physical development of our pupils, supporting them on their journey to becoming successful and happy adults who make a meaningful contribution to society.

- To equip our pupils to live full and wholesome lives in an increasingly complex world, primarily by assisting them to forge strong, healthy, respectful relationships, focusing on family and friendships in all context, including online.
- To teach pupils in an age-appropriate manner about mental health and wellbeing, giving them the knowledge and capability to take care of themselves and to support them in accessing support whenever needed.
- To foster and develop resilience and character in our pupils, both are fundamental to being happy, successful and fulfilled members of society – giving them the belief that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve their goals; and, most importantly, to recover from knocks and challenging periods that inevitably will happen in life.
- To enhance the development of important personal attributes within our pupils including kindness, integrity, generosity and honesty.

## Curriculum and delivery

The curriculum has been developed to meet the aims and objectives stated above. It is considered flexible and not overly prescriptive; it is recognised that the subject requires the teacher to be at times reactive to circumstances that arise and to children's needs.

Delivery of Relationships Education at the School is taught within Life Skills education curriculum. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in Religious Education (RE).

At the School, every class has a Life Skills lesson once a week. We use material from *Jigsaw* support the delivery of lessons. This programme incorporates elements of Relationships Education for Reception to

Year 6. The content overview is available in this policy but also on our website. We ensure that cross curricular links are made where possible i.e. through Computing (e-safety), RE and Science.

For the younger children, circle and story times provides useful platforms for discussing pertinent topics with our youngest children.

Content of sessions may be planned according to our programme, or may arise from issues and questions raised by the children in response to their experiences.

Individual class/form and whole school assemblies provide a useful forum for imparting and discussing information, experiences and attitudes about relationships and healthy lifestyles. Similarly, the time spent out of the classroom in the playground and dining hall can be a positive learning opportunity. As such the whole school, including non-teaching staff, support the programme.

In addition to these class-based lessons, pupils are given the opportunity to hear a diverse range of outside speakers covering relevant topics. National awareness weeks are also reflected upon and used as a spur for activities.

During the Summer Term in Year 5, pupils are taught about their physical changes to their bodies during pubescent years and those for girls. Conception is also taught within the context of their Science lessons on Animal Reproduction. Parental permission is sought before pupils receive this element and they are offered the opportunity to meet with the Head of Science and Deputy Head Pastoral in advance of these sessions so they know exactly what content will be covered.

In Year 6, pupils will have a refresher session on the content covered in Year 5 and will explore respect and consent in relation to healthy attitudes towards positive relationships. This is taught by Esther Hardy (from All About RSE) with the support of the Deputy Head Pastoral. Parental permission is sought before pupils receive this element and they are offered the opportunity to meet with the Esther Hardy and Deputy Head Pastoral in advance of these sessions so they know exactly what content will be covered.

Across the EYFS and all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

### **Resources**

As noted above, the School uses Jigsaw PSHE to support the delivery of Relationships Education from Reception to Year 6. This is detailed in **Appendix 2**.

### **Learning Support**

In these sessions, we make every effort to include and support all pupils with suitable and accessible learning material. Support and advice can be sought from the Heads of Learning Support (Prep & Pre-Prep), other Teaching staff and Teaching Assistants as necessary.

This may be achieved through working closely with individuals, finding exercises that boost their self-esteem to diminish feelings of inadequacy, or working on a whole-class exercise that makes others aware of how that individual may be feeling.

Also see the **Special Educational Needs & Disabilities (SEND)** policy see link below.

We are also appreciative of and are sensitive to the diversity of backgrounds in our School Community. We are aware of the children's various needs and match our programme to their age, experiences and maturity and will adjust it accordingly. Further details can be found in the **Equality, Diversity & Inclusion Policy** (all policies can be found on Cezanne - [click here](#))

As in all other subject areas, the School strives to enable all pupils to reach their full potential. Sessions are delivered within the context of Form or, sometimes, Year group. All these groups are, therefore, of mixed academic ability. Appropriate differentiation needs to be taken into consideration by Form Teachers when preparing their sessions in order to enable all members of the group to have equal access to the session. It is to be remembered that a pupil who is not particularly good at articulating on paper may well shine in open discussion, and vice versa.

## Assessment

We have the same high expectations of the quality of pupils work in this area as for other curriculum areas. It is important that this area is evaluated and assessed because we must be able to:

- monitor our provision;
- give us and pupils (and parents) feedback about their progress and how their learning might be improved;
- improve learning and increase pupils' motivation;
- help pupils to reflect on and identify what they have learnt.

No formal assessment/marking is undertaken as in other subjects. This would be inappropriate as young people's development and awareness is not linear and will likely change according to the complexities of their developing individual lives.

Evidence of learning comes from:

- improved attitude and behaviour in class and around the School;
- increasing ability to form constructive relationships with one another, teachers and other adults;
- increasing understanding of the impact the individual makes on others;
- increasing respect for the differences between people, particularly their feelings, values and beliefs;
- an increasing ability to show initiative and take responsibility;
- demonstrating kindness, integrity, generosity and honesty .

The Form Tutor / Class Teacher may employ:

- self-assessment (checklist, display, questionnaire);
- peer assessment (role-play, interviewing each other);
- whole group assessment (brainstorms, worksheets, role-play);
- teacher assessment (checklist, response to group);
- joint teacher-pupil assessment (reflection and involvement in school, ability to work within the group, Circle Time).

## **Roles and responsibilities**

### **The Governors**

The Governors have approved the Relationships Education Policy, and hold the Headmaster to account for its implementation.

### **The Headmaster**

The Headmaster is responsible for ensuring that Relationships Education is taught consistently across the School, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationships Education (see 'Parents' Right to Withdraw' section below).

### **Staff**

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- 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 Relationships Education

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the Headmaster.

### **Pupils**

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

### **Parents' Right to Withdraw**

Parents' have the right to withdraw their children from the non-statutory components of Relationships Education

Requests for withdrawal should be put in writing and addressed to the Headmaster. A copy of withdrawal requests will be placed in the pupil's educational record. The Headmaster will discuss the request with parents. Alternative work will be given to pupils who are withdrawn from Relationships Education.

We will ensure that:

- a copy of the Relationships Education Policy is disseminated to Governors and all staff members
- regular training is provided to staff on the policy content
- there are copies of the Relationships Education Policy available from the School Office (and the School website) for parents to access on request

## **Monitoring and Evaluation**

The Head of Pre-Prep and Deputy Head Pastoral will be responsible for ensuring the policy and programme is implemented as agreed. They will also facilitate the gathering of policy feedback from parents, staff and pupils every two years.

## **Appendix 1 - What must be taught in Relationships Education (Primary)**

Relationships Education will form part of children's learning about the world around them and how they interact with others. Like all areas of the curriculum, Relationships Education will be taught objectively, without bias. Children will not be taught to question their own gender and identity but will become aware that we are all different and that our differences should never be a cause for fear, conflict or disrespect.

We are mindful that the majority of this programme will be taught in conjunction with other curriculum areas, in particular, Life Skills and Science.

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

#### Families and people who care for me

Pupils 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

Pupils 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 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

Pupils 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 giving in relationships with friends, peers and adults.

### Online relationships

Pupils 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

Pupils 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.
- 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 - Life Skills and Relationships Education - Jigsaw Scheme of Work

Year	Being Me in My World Autumn 1	Celebrating Difference Autumn 1	Dreams and Goals Spring 1	Healthy Me Spring 2	Relationships Summer 1	Changing Me Summer 2
<b>Pre-Prep</b>						
Reception	Self-identity Understanding feeling Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking Help Jobs Achieving goals	Exercising bodies Physical activity Healthy Food Sleep Keeping Clean Safety	Family life Friendships Breaking Friendships Falling out Dealing with bullying Being a good friend	Bodies* Respecting my body Growing up Growth and change* Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicines /safety with household items Road safety Linking health and happiness	Belonging to a family Making friends / being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human* Changes in me* Changes since being a baby* Differences between female and male bodies (correct terminology)* Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions about stereotypes and gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating differences and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition* Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature* Growing from young to old* Increasing independence Differences in female and male bodies (correct terminology)* Assertiveness Preparing for transitions
		Anti-Bullying Week Road Safety Week	Safer Internet Day		Transition events – moving on Year 2 Scooter Training	

Kindergarten - please refer to the EYFS Policy – Areas of Learning and Development – Personal, Emotional Development, Physical Development and Understanding the World.

\*This content will be covered during Science lessons.

Additional opportunities to promote the pupils' personal, social and emotional development, as well as their health and wellbeing.

Year	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Prep</b>						
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Rights and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and where to go for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow* Understanding a baby's needs* Outside body changes* Inside body changes* Family stereotypes Challenging my ideas Preparing for transition
	Teambuilding Workshop	Anti-Bullying Day  Year 3 Residential Trip	Safer Internet Day			
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (School Council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby* Introduction to puberty* Confidence in change Accepting change Preparing for transition Environmental change
		Anti-Bullying Day	Safer Internet Day		Buddy training for new Year 3 pupils  Year 4 Residential Trip	Buddy training for new Year 3 pupils
Year 5	Planning for the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream jobs and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media body image Puberty for girls** Puberty for boys** Conception (including IVF)** Growing responsibility Coping with change Preparing for transition
	Buddy meet and greets with new Year 3 pupils	Anti-Bullying Day	Safer Internet Day  Preparation for Mindfulness in Year 6 delivered by Hampton School	Preparation for Mindfulness in Year 6 delivered by Hampton School		Year 5 Residential Trip

Year	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 6	Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, differences as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings*** Conception and birth*** Reflections about change Physical attraction*** Respect and consent*** Boyfriends/girlfriends*** Sexting Transition
	Paws.b Mindfulness Course delivered by Hampton School  Managing expectations delivered by Hampton School Counsellors	Anti- Bullying Day  Paws.b Mindfulness Course delivered by Hampton School  Managing expectations delivered by Hampton School Counsellors	Safer Internet Day		Leavers’ Programme  Year 6 Residential Trip  Preparing to move on to Senior School delivered by Hampton School Counsellors	Leavers’ Programme  Preparing to move on to Senior School delivered by Hampton School Counsellors

Additional opportunities to promote the pupils’ personal, social and emotional development, as well as their health and wellbeing.