



# Relationships policy

## Robertswood School

### Document Control

|  |                                    |
|--|------------------------------------|
| Adopted / Adopted and Adapted / Schools Own: | Schools own                        |
| Review Period:                               | 2 years                            |
| Statutory:                                   | Yes                                |
| Required on website:                         | Yes                                |
| Ratified by committee:                       | Curriculum committee               |
| Review due:                                  | March 2028                         |
| Chair of Governors' signature:               | Sally Parkin<br>Carys Moore-Saxton |

### Change History

| Version | Date       | Amended or no change |
|---------|------------|----------------------|
| 1       |            |                      |
| 2       | March 2026 | Amended              |

This policy covers our school's approach to relationships education. It was produced by Sarah Rushworth (PSHE Subject Leader), through consultation with Emmeline Davison (Head), teachers, the Governors, a representative group of parents, The PSHE Association, Coram Life Education, and Carol Stottor (Public Health England). It will be approved by the governing body. It will be reviewed in March 2028.

This policy will explain how Robertswood School's Relationships Education will help our pupils to have the necessary skills, knowledge and understanding to manage positive relationships and become caring, confident and successful individuals. Relationships Education (RSE) and Health Education have been the statutory part curriculum within PSHE since September 2020. This statutory RSE and Health Education guidance has been updated (July 2025) and is to be introduced by September 2026. This is an essential part of a child's education and contributes to their personal development.

The policy will be available to parents through the school website.

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

Our school's overarching aim for our pupils is to provide an outstanding education within a secure and happy environment, where each child is valued and equipped with the necessary skills, knowledge and understanding to be caring, confident and successful individuals.

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

### **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 children 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, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE July 2025)

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 Robertswood School we teach Sex Education as part of our Relationships, PSHE and Science 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.)

### **3. Development of the policy**

This policy links to the PSHE policy, Sex Education Policy, Safeguarding 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 come in to discuss any aspect of this policy and the provision in school.

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

Statutory Relationships education at Robertswood 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 wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their off and online lives and how to report any concerns or abuse and where to access help when needed.

### **5 . The Curriculum Intent**

Why teach Relationships Education?

Relationships Education has been statutory as of September 2020, and has been updated for 2026. High quality Relationships Education will support pupils to:

- Understand, respect and follow the Robertswood Star Values
- 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 how 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 could cause them harm
- Recognise intimate physical relationships are for adults
- Communicate effectively, and develop the ability to be assertive and to express needs and boundaries
- Have skills for managing difficult feelings in the context of relationships, such as disappointment, frustration and loneliness
- Have strategies for resisting pressure to share information or images online

## **Implementation**

Relationships Education is delivered through the PSHE curriculum, but also throughout the whole of Robertswood School life. 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

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils we sometimes use simple introductory tasks and questions to ascertain what pupils already know and find out what they would like to learn.

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, kind relationships
- Online safety and awareness
- Being safe\*

\*We teach the scientific names of body parts from Year 1.

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.

At Robertswood, we follow Coram Life Education SCARF scheme of work, which is created using the PSHE Association Programme of Study. PSHE lessons are taught by either weekly or bi-weekly.

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

- Successful inclusive provision at Robertswood is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality.
- Inclusive practice in Relationships education should enable all children to achieve their best possible understanding of the content; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or progress in their learning.

**Where you can view curriculum information – please see appendix 2**

### **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 (when suitable) 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 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

- To engage critically online, recognise risks, know their rights, and understand why age restrictions are in place

## **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 DSL 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 Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE including Relationship Education 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 other with respect.

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

Coram Life Education – visit each year, usually in March, to deliver workshops that support the SCARF scheme of work.

The NSPCC Speak Out Stay Safe assembly and workshops are delivered every other year.

## **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 PSHE policies (including Relationship Education and Sex Education) 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 and in accordance with the school's CPD programme for staff development.

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

Year 4/5/6 parents are invited to a meeting to inform them about the upcoming puberty/sex education lessons, giving them the opportunity to understand the content of the lessons and ask questions.

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 the Sex Education policy- Right to withdraw and protocols.

### **Appendix 1 DfE descriptors**

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

### **Appendix 2 PSHE Association Programme of Study (see pages 8 to 20)**

We use <https://www.coramlifeeducation.org.uk/scarf> scheme of work (lesson plans and resources following the PSHE Association objectives)

### **Appendix 3 – DfE guide for parents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

### **Appendix 4**

[https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_and\\_health\\_education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf)

### **Monitoring and Review**

- The Head teacher and Senior Leadership Team will monitor the effectiveness of this policy on a regular basis and make recommendations for further improvements.