



## **Exeter Pre-Prep School**

### **Relationships Education Policy**

<b>Source (author):</b>	DEA
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<b>Next review date:</b>	September 2025

This policy applies equally to all pupils across the school, including EYFS.

### Introduction and Aims

The purpose of the policy is to outline how through our relationships education provision we aim to support our pupils' social, moral, cultural and emotional development. Our focus is on developing our pupils' knowledge about health, relationships, emotional and mental wellbeing to support them to make the best possible decisions as they grow and change. We place the emphasis upon relationships, supporting pupils' understanding and skill in developing positive and healthy relationships.

The aim of relationships education at Exeter Pre-Prep School is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community. These aims complement those of the science curriculum in the Early Years Foundation Stage (EYFS) and Key Stage 1. Relationships education is not about sexual relationships (though any questions which may arise will be addressed in an age-appropriate manner).

This policy is reviewed annually by the Head who is also the PSHE subject leader. Any significant changes made will be shared with the Welfare and Safeguarding Committee and communicated to parents.

### Statutory requirements

As a primary school we must provide relationships education to all pupils as per section 34 and 35 of the Children and Social Work Act 2017. We are not required to provide sex education; however, in line with government guidelines, parents will not be able to withdraw their children from any aspect of relationships education or health education (which includes learning about the changing adolescent body and puberty) and we do need to teach the elements of human reproduction through the statutory science curriculum.

Our school's policy on relationships education is based on the requirements of the Education Act 2002. This continues to be the recommended relationships education guidance under the current government (2015) and as published by the DfE statutory guidance (2018).

Other documents that inform the school's relationships education policy include:

- Equality Act (2010)
- Keeping Children Safe in Education (2024)
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- ICT Acceptable Usage Policy
- Equal Opportunities Policy

Should you like to see the guidance and statutory requirements for relationships health in Primary Schools from the government please visit this [link](#).

## Definition

The Department for Education defines relationships education as: teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other peers and adults. Relationships education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, staying safe and personal identity. Relationships education involves a combination of sharing information and exploring issues and values.

## Curriculum

We teach relationships education through our Personal, Social, Health & Economic Education (PSHE) curriculum and, where appropriate, through other curriculum subjects.

### *Early Years*

In Nursery and Reception, we follow the curriculum set out in the EYFS framework. Personal, social and emotional development (PSED) is one of three prime areas of learning and involves helping children:

- to develop a positive sense of themselves, and others
- to form positive relationships and develop respect for others
- to develop social skills and learn how to manage their feelings
- to understand appropriate behaviour in groups
- and to have confidence in their own abilities

### *Key Stage 1*

In Years 1 and 2, we use the PSHE Association programme of study to build our curriculum. This sets out learning opportunities in three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Our programme of study is structured around an overarching question for each term or half term. These begin in Key Stage 1 as 'What?' and 'Who?' questions.

In **Year 1** we cover:

- What is the same and different about us?
- Who is special to us?
- What helps us stay healthy?
- What can we do with money?
- Who helps to keep us safe?
- How can we look after each other and the world?

In **Year 2** we cover:

- What makes a good friend?
- What is bullying?
- What jobs do people do?
- What helps us to stay safe?
- What helps us grow and stay healthy?
- How do we recognise our feelings?

We aim to support children's emotional development and the children are encouraged to ask questions, as well as being taught where to go if help is needed.

As part of our science curriculum as set out in the National Curriculum, children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of reproduction and growth, but not how reproduction occurs.

### **Teaching and Learning, including delivery of the Relationships Education curriculum**

We teach the children about the parts of the body and how they work. We also explain that their bodies will change as they grow. We encourage the children to ask for help if they need it and there are opportunities for question-and-answer sessions. The curriculum content is delivered in a non-judgemental, factual way which allows scope for young people to ask questions, whether publicly or anonymously, e.g. through using the class 'Ask It Basket'. We always teach this with due regard for the emotional development of the children.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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). Pupils with special educational needs will be given the opportunity to fully participate in relationships education lessons, and a differentiated programme will be offered if required.

We carry out the main relationships education curriculum in PSHE lessons; however, we also teach relationships education through other subject areas, such as science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise and hygiene.

### **Roles and responsibilities**

#### **a) The Governing Body**

The Governors will approve the relationships education policy and hold the Head to account for its implementation.

### **b) The Head**

The Head is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of relationships education. The Head also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Head is also the PSHE subject leader and is responsible for teaching relationships education through weekly PSHE lessons with Years 1 and 2.

### **c) Staff**

All staff are responsible for:

- Delivering relationships education in a sensitive way.
- Modelling positive attitudes to relationships education.
- Monitoring progress - through drop ins, observations, and pupils' voice. Pupils' development in relationships education is monitored by the Head and class teachers.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of relationships education.

Teachers are responsible for teaching relationships education through other subjects, such as science, PE and RE, in addition to leading regular circle time sessions with their class to address issues as they arise and answer pupils' questions. The school nurse at Exeter School also provides valuable input and guidance. Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. All questions will be handled sensitively and set within a general context.

### **d) Pupils**

Pupils are expected to engage fully in relationships education and, when discussing issues related to relationship education, treat others with respect and sensitivity.

### **e) Parents**

The school is well aware that the primary role in children's relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust, and co-operation. In promoting this objective, we:

- Inform parents about the school's relationships education policy and practice.
- Answer any questions that parents may have about the relationships education of their child; this includes providing opportunities for parents to view the resources that are used in lessons.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school.

### **f) Visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE subject leader and teacher's responsibility to plan the curriculum and lessons." *Sex and Relationship Guidance, DfEE 0116/2000, p29 6.11.*

Visitors to Exeter Pre-Prep School, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to relationships education lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE subject leader will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's PSHE programme. A teacher will be present during the lesson.

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within relationships education, which are not taught within the 3-7 age range of the school. The science curriculum also includes content on human development which there is no right to withdraw from.

### **Confidentiality**

Teachers conduct relationships education lessons in a sensitive manner. If the teacher has concerns, they will draw these to the attention of the school's designated safeguarding lead (DSL). For further details, please see our Safeguarding and Child Protection Policy, which is available on our website. Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.