

**EHB**

**Personal, Social,  
Health  
& Economic  
Education Policy  
Including Relationship  
Education**

# Policy statement

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This policy is a statement of the aims, principles and strategies for the teaching of RSHEE at Eaton House Belgravia Pre-Prep and Prep, including EYFS. It also includes the teaching of British Values.

Children are taught how to use the internet safely in computing lessons and these messages will be reinforced during whole-school assemblies. The pupils are encouraged to use electronic equipment and mobile phones in a responsible manner and are warned of the possible dangers posed by engaging with strangers through social networking sites. Staff are aware of the resources available from the Department for Education, particularly

The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))

CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)) and

PSHE Association website (<https://www.pshe-association.org.uk/content/resources-and-curriculum>)

## Definition: PSHEE and Health Education

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Personal, Social, Health and Economic Education including Relationship and Sex Education and Health Education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

Schools should seek to use PSHE education to build, where appropriate, on the basic school curriculum and in statutory guidance on: drug education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle. An understanding of careers education, financial capability and work related learning should also be explored.

## Aims and objectives

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Personal, Social, Health and Economic Education underpins the philosophy and practice of life at Eaton House Pre-Prep and Prep, including EYFS. It is the means by which the curriculum can support the personal and social development of pupils and develop their understanding of British Values. Personal health and social education is not simply about a body of knowledge but a principle running through the school emphasising the processes which develop and enhance the self-esteem of the boys and the ability to value individuals.

We believe that PSHEE should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We provide pupils with a broad general knowledge of public institutions and service in the UK and teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in philosophical activities. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Staff are actively encouraged to teach boys that they should share any concerns with members of staff and that their concerns will always be taken seriously, so that they can develop the ability to communicate and trust others. This includes educating children on being safe online and knowing who to speak to.

## Time allocation and location

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PSHEE is taught in a 30 minute lesson each week. It also happens during the school day as issues arise. Assemblies also form a part of delivering PSHEE teaching. PSHEE is also included in many other subjects.

## Assessment for learning

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Our teachers assess the children's work in PSHEE by making informal judgements as they observe them during lessons, gauging it against the specific learning objectives set out in the National Curriculum and Jigsaw. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Our informal assessment will be assessed by the boys' behaviour, their reflection of learning and via discussions.

We do not set formal examinations in PSHEE.

## PSHEE curriculum planning

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Pupils are normally taught by their Form Teachers, in their form rooms but other opportunities arise as and when required, such as behaviour and stress management. We use a range of teaching and learning styles to meet the PSHEE requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or open day), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, the armed forces and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

We subscribe to an online resource, called Jigsaw, which covers all the key objectives set out in the National Curriculum. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an end product. Each piece has two Learning Intentions; one is based on specific PSHE learning and the other is based on emotional literacy and social skills. Jigsaw is relevant to children living in today's world and it enables children to be equipped to cope with issues such as body

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image, bullying and internet safety. Each year group in the school follows the same Puzzle order and each year the children expand on their prior learning.

Year	Autumn	Spring	Summer
	Being Me In My World & Celebrating Difference	Dreams and Goals & Healthy Me	Relationships & Changing Me
EYFS	Self-identity Understanding feelings Being in the 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
1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling good Consequences Owning the Learning Charter Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the 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 Medicine safety/safety with household items Road safety	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 Changes in me Changes since being a baby Differences between female and male bodies Linking growing and learning Coping with change

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		Linking health and happiness	Transition
2	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p> <p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating differences and remaining friends</p>	<p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p> <p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p> <p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies</p> <p>Assertiveness</p> <p>Preparing for transition</p>
3	<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from other's perspectives</p> <p>Families and their differences</p> <p>Family conflict and how to manage it</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p> <p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and off line scenarios</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choice's affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p> <p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes – taught in Science lessons</p>

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		Respect for myself and others Healthy and safe choices	Inside body changes – taught in Science lessons Family stereotypes Challenging stereotypes Challenging my ideas Preparing for transition
4	Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision making Having a voice What motivates behaviour Challenging assumptions Judging by appearance Accepting self and others Understanding influencers 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 – taught in Science lessons Girls and puberty– taught in Science lessons Confidence in change Preparing for transition Environment change
5	Planning for the forth coming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating Cultural differences and how they cause conflict Racism	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others Motivation Smoking Alcohol Alcohol and anti- social behaviour Emergency aid	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

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	<p>Rumours and name calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Influence of online and media on body image</p> <p>Puberty for girls– taught in Science lessons</p> <p>Puberty for boys– taught in Science lessons</p> <p>The science of how people start life – taught in Science lessons</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
6	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children’s universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behaviour</p> <p>Role modelling</p> <p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p>	<p>Personal learning goals</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p> <p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including ‘county lines’ and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibilities with technology use</p> <p>Self-image</p> <p>Body image</p> <p>Body changes and feelings</p> <p>The science of how people start life – taught in Science lessons</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>

## The Foundation Stage

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We teach PSHEE in Kindergarten (Reception) classes as a Personal, Social and Emotional Development (PSED) lesson, every week, and as an integral part of topic work. As the reception class is part of the Early Years Foundation Stage we relate the PSED aspects of the children's work to the Prime Area of Learning objectives for PSED set out in the Early Learning Goals (ELGs). We also support citizenship education in reception classes, when we teach 'how to develop a child's understanding of the world'.

## Citizenship curriculum planning

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We teach PSHEE in a variety of ways. On occasions we introduce PSHEE topics through teaching in other subjects e.g. money in maths and its economic impact. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is an overlap between the programme of study for religious education and the aims of PSHEE, we deliver a considerable amount of the PSHEE & British Values curriculum through our religious education lessons, by encouraging the children to discuss and debate traditions and experiences and develop tolerance of those of different faiths and beliefs.

In addition, we develop PSHEE through various activities and whole-school events. We offer a residential visits from Form Three where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

## British Values curriculum planning

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At Eaton House we recognise the importance of promoting fundamental British values to the pupils and these are reinforced in every aspect of school life. There is a focus on: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. Respect is at the heart of our values and our pupils are taught that their behaviours have an effect on their own rights and those of others. Pupils learn the importance of Laws and rules are consistently reinforced throughout the school day. Pupils understand the value and reasons behind laws and understand that they are there to govern and protect us.

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Democracy	-Elected school council member from each class
The Rule of Law	-Schools rules / golden rules to be discussed at the beginning of the year -Teaching of British History -special visits from the Police and Fire service
Individual Liberty	-Celebrating key dates such as Remembrance Day and Harvest Festival -Take part in subject days -Charity days -Take part in Switch Off Day
Mutual Respect	-Taking part in Anti-bullying week -Weekly assemblies with a focus on kindness, courtesy and respect -Celebrate ‘Switch off day’
Tolerance of those of different faiths and beliefs	-TPR curriculum in the Prep school -Celebrating key dates such as Chinese New Year, Christmas, Easter and Diwali etc -Celebrating International Week

# Equal Opportunities and Differentiation

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We recognise the fact that there are children of widely different abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks to each ability group;
- providing resources of different complexity, according to the ability of the child;
- scaffolding support to enable understanding of the objective.

We teach PSHEE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHEE and citizenship, teachers take into account the targets set for the children in their Individual Learning Plans, some of which targets may be directly related to PSHEE and citizenship targets.

For more able pupils, teachers may provide additional opportunities but not exclusively as all pupils could benefit from the opportunities. These may include taking more responsibility, develop leadership skills, and using their talents for the good of the class or the wider community.

## The role of the co-ordinator

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The PSHEE co-ordinator is expected to fulfil the expectations as stated in the subject co-ordinator's job description.

### Excellence

Our PSHEE co-ordinator is responsible for monitoring and observing the standards of children's work and the quality of teaching. Our co-ordinator supports colleagues in their teaching by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

The Curriculum co-ordinator meets regularly with the RS co-ordinator and termly action plans and an annual development plan are drawn up, evaluating the achievements of the department and indicating areas for future improvement.

## Head of Wellbeing

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Please see our Wellbeing policy for more information.

Our Head of Wellbeing visits the school on a weekly basis.

## Health and safety issues

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There are no specific health and safety issues associated with the teaching of PSHEE, other than those found in any classroom situation. Each classroom is assessed, yearly, to identify any potential hazards, to ensure that we provide a safe environment for our pupils. Refer to the school Health and Safety Policy for further details.

## Resources

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We keep resources for RSHEE in classrooms and in the staff area. There is a copy of planning for each year group kept on the T Drive.

# Relationships Education Policy

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## **This policy has been written with regard to the following documents:**

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- Sex and Relationship Education (relationships education) for the 21st century, Supplementary Advice to the Sex and Relationship Education Guidance DfEE (0116/2000), (Brook, PSHE Association and Sex Education Forum, 2014)
- The Children Act (2004)

Statutory Framework for the Early Years Foundation Stage (DfE, 2021)

## **What is relationships education?**

In ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ (DfE, 2019), relationships education is defined as: ‘on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.’

The Children Act (2004) requires all professionals working with children to promote the following:

- physical and mental health and emotional well-being;
- protection from harm and neglect;
- education, training and recreation;
- the contribution made by them to society;
- social and economic well-being.

## **Purpose**

The purpose of this policy is:

- To provide guidance and information on relationships education;
- To provide a clear framework within which teachers may teach the subject;
- To clarify the legal requirements and responsibilities of the school;
- To outline the school’s approach to relationships education;
- To provide guidance on developing and implementing and monitoring the relationships education curriculum;
- To provide a basis for evaluating the effectiveness of the school’s relationships education curriculum.

## **Context**

At Eaton House Belgravia relationships education is taught within the context of the school’s aims, ethos and values, and with due consideration to the attitudes, values, personal and social skills and knowledge and understanding, that the school considers to be appropriate for the pupils in our care.

Relationships education is incorporated into the curriculum on the basis that:

- It is taught with reference to friendships, long-term relationships, cohabitation, civil partnerships, marriage and an inclusive understanding of family life. It is situated in

the broader context of social, moral, spiritual and cultural (SMSC) development and personal, social, health, citizenship and economic education (PSHCE);

- It is important to build positive relationships with others, involving trust and respect;
- Pupils are taught to respect and care for their own bodies and to keep themselves safe.
  
- Furthermore, relationships education may also provide an opportunity for pupils:
  - To clarify and understand their own attitudes, morals and values;
  - To develop self-esteem and the skills to manage relationships;
  - To develop the children's ability and confidence to make informed choices;
  
- To develop the children's ability and knowledge to keep themselves and others safe by minimising risk from harm;
- To develop a positive attitude towards their bodies and emotions.

### **Aims of relationships education**

The aims of the relationships education curriculum are:

- To equip all pupils with accurate, unbiased knowledge and understanding about relationships;
- To provide pupils with opportunities to acquire life skills that will help them to form positive, successful relationships with others;
- To give pupils opportunities to explore and respect their own and others' opinions, attitudes and values;
- To nurture pupils' self-esteem, self-awareness, confidence and emotional well-being, especially in their relationships with others;
- To promote the skills needed for a healthy lifestyle and the responsibility children have towards their own body;
- To encourage pupils to take responsibility for, and accept the consequences of, their own actions;
- To help pupils develop skills needed to be members of society and to value themselves and others;
- To provide guidance on where to find information and support;
- To develop and use critical judgement to respond to the influences of their peers and the media;
- To help pupils develop their personal moral framework with regard to sex and relationships;
- To prepare pupils for adolescence and adulthood.

### **The teaching programme for relationships education**

#### **Early Years Foundation Stage**

Children learn about the concept of male and female and about young animals. In on-going PSED work, they are introduced to the concept of personal safety, develop skills to form friendships and think about relationships with others.

How relationships education is covered in the Statutory Framework for the Early Years Foundation Stage (DfE, 2021)

### **Physical development**

‘Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Personal, social and emotional development**

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.’

Making relationships: children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

### **Understanding the world**

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.’

### **Key stage 1**

In religious education and PSHEE lessons, children reflect on family relationships, different family groups and friendships. Through their work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce.

Please see pages 5 & 6 for more detail on the PSHEE curriculum.

### **Key stage 2**

In PSHEE lessons, children continue to develop an understanding of relationships within a family, between friends and the community and that there are different types of friendship. The children develop the skills needed to form relationships and to respond intelligently and sensitively to other people’s emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting peer pressure.

In Form 5 and Form 6 lessons are taught and focus on the development of skills and attitudes, rather than merely the acquisition of knowledge. All pupils learn about the physical and emotional changes that both sexes undergo and the importance of positive relationships. They are taught about the physical, emotional and social changes at puberty, which includes the importance of maintaining a good standard of personal hygiene.

More details can be found on pages 5-8.

## **By the end of Form 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, for example family, school or other sources.

### **Inclusion**

(See Equal Opportunities and Diversity Policy)

Every child is entitled to receive relationships education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, special educational needs, disadvantage or being looked-after children.

It is our intention that all children have the opportunity to experience a comprehensive programme of relationships education at a level that is appropriate for their age and physical development with differentiated provision if required. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

We are committed to fostering an environment that promotes equal opportunity and inclusion for all children, irrespective of their sexual or gender identity, disability, ethnicity, culture, age, faith or belief, or other life experience.

To promote equal opportunity and inclusion for all, the school's approach to the teaching of relationships education will be mindful of.

### **The needs of boys and girls**

The school shall consider the particular needs of boys and girls, along with adopting gender-inclusive teaching styles. The school shall also be proactive in identifying and challenging sexism and sexist bullying.

### **Gender and sexuality**

- Relationships education may include discussions of gender and sexuality in a balanced and sensitive manner that will include positive representations of a variety of gender and sexual identities. Teachers shall also, at an age-appropriate level, confront the social problems of homophobic bullying and stereotyping based gender and sexuality.
- Ethnic and cultural diversity
- The school will consult pupils, parents and carers about any specific views and values they may have that arise from ethnic or cultural backgrounds, and promote respect for, and understanding of, the views and values of different ethnic and cultural groups with regard to relationships education.

### **Religious backgrounds**

- The religious background of pupils will be taken into account when planning teaching, so that topics are appropriately handled.
- Home backgrounds
- The school recognises that our pupils come from a variety of family circumstances and home backgrounds. The school shall be mindful to ensure that teachers do not make assumptions or use language that leads to children feeling excluded due to their family circumstances and home backgrounds.

### **Special educational needs**

- The school recognises the fact that in all classes there are children of differing abilities and seeks to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. The teaching of relationships education will include differentiated tasks to ensure that all pupils are able to access the relationships education curriculum.

## **EAL**

The teaching of relationships education will take account of children for whom English is an additional language. Visual aids will be used to help pupils understand vocabulary and taught concepts, in addition to differentiated tasks and teacher support.

### **Assessment**

The school has the same high expectations of the quality of pupils' work in relationships education as for other curriculum areas. A strong curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Teaching and learning in relationships education are evaluated and assessments used to identify where pupils need extra support or intervention. Whilst there is no formal examined assessment for these subjects, tests, written assignments or self-evaluations, may be used to capture progress, assess outcomes and strengthen quality of provision.

### **The role of the parents**

The school acknowledges that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and they have the most significant influence in enabling their children to mature and to form healthy relationships.

The school wishes to build positive and supportive relationships with the parents of children at the school through mutual understanding, trust and co-operation.

In promoting this objective the school will:

- Consult with parents over the development of the school's relationships education policy and practice;
- Share the content of specific relationships education lessons
- Provide opportunities for parents to discuss the content of lessons in confidence and answer any questions that parents may have in relation to relationships education;
- Answer any questions that parents may have about the relationships education of their child;
- Inform parents about best practice with regard to relationships education so that the key messages that parents and carers provide to children at home are supported by relationships education teaching in school. The school believes that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

### **Parents' and carers' right to withdraw their child(ren) from relationships education lessons:**

There is **no right** for parents to withdraw their child(ren) from relationships education as the Department for Education believes the contents of the subject, such as family, friendship, safety (including online safety) are important for all children to be taught.

### **Confidentiality and safeguarding**

Relationships education may bring about disclosures of safeguarding children issues. All teachers are familiar with the procedures for reporting concerns. Teachers should make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures. The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- Establishing ground rules in lessons;
- Having an anonymous questions box;
- Reassuring pupils that their best interests will be maintained;
- Encouraging pupils to talk to their parents or carers and providing them with the support to do so;
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality;
- If possible abuse is disclosed, teachers will follow the school's child protection policy and procedures.

### **Answering difficult questions**

Sometimes a pupil will ask a difficult question during a relationships education lesson. Such questions will be handled sensitively and may be addressed individually after the lesson. Individual teachers are expected to use their professional judgement and discretion if such a situation were to occur and to seek guidance from the head if they are concerned.

### **ICT**

ICT will be used, where appropriate, to enhance teaching and learning.