

**FOREST PARK PREPARATORY SCHOOL**

# Relationship Education Policy

This policy applies to all pupils in the  
school, including in the EYFS



FOREST PARK  
PREPARATORY SCHOOL

Created: July 2015

Reviewed: July 2024 Nick Tucker (Headteacher) & Amanda Pawson (Pastoral Deputy)

Next Review: July 2025

## FOREST PARK PREPARATORY SCHOOL Relationship Education Policy

1 Policy Context and Rationale.....	3
2 Legislation (Statutory Regulations and Guidelines).....	4
3 Roles and Responsibilities .....	4
4 Curriculum Design .....	4
5 Safe and Effective Practice.....	5
6 Equality of Opportunity.....	5
7 Definition of Relationships and Sex Education (RSE) .....	5
8 Responsibilities and Delivery Overview .....	6
9 Managing Difficult Questions .....	7
10 Parents’ right to withdraw their child.....	7
11 Intended Outcomes.....	8
12 Monitoring and Assessing.....	8
13 Confidentiality.....	9
14 Counselling Services.....	9
15 Outside Speakers .....	9
16 EYFS .....	9

## Scope of this policy

### 1 Policy Context and Rationale

1.1 This policy covers all pupils and year groups within the school, including the EYFS and sets out the School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education delivery. The policy has been developed with reference to guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education; and Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers - a copy of which can be accessed [here](#)

1.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

1.2.1 departmental review and feedback

1.2.2 departmental training via the PSHE Association

1.2.3 parent focus group

1.2.4 student voice

1.2.5 wellbeing surveys

1.2.6 ongoing feedback from pastoral teams.

1.3 PSHE education provides a significant contribution to the school's responsibility to:

1.3.1 promote children and young people's wellbeing

1.3.2 achieve the whole curriculum aims

1.3.3 promote community cohesion

1.3.4 provide careers education

1.3.5 provide relationships and sex education.

1.4 The policy is informed and underpinned by the School's values of Aiming High with Integrity, Serving Others and Being Adventurous. The PSHE and RSE programme aims to develop:

1.4.1 successful learners who enjoy learning, making progress and achieving

1.4.2 confident individuals who are able to live safe, healthy and fulfilling lives

1.4.3 responsible citizens who make a positive contribution to society.

1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

1.5.1 democracy & the rule of law

1.5.2 individual liberty

1.5.3 mutual respect

1.5.4 tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through citizenship and the School's broad and balanced curriculum.

1.6 Parents will be informed about the policy via communication from the school office and the policy will be made available through the school website and parent portal.

## **2 Legislation (Statutory Regulations and Guidelines)**

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 prepares pupils at the school for opportunities, responsibilities and experiences of later life.

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 promote the wellbeing of pupils at the school.

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

2.3.2 LGBTQ+ (protected characteristics) inclusion is required as part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204). Please refer to the Equal Opportunities Policy.

## **3 Roles and Responsibilities**

3.1 From September 2020 PSHE and RSE delivery across all of the School sites will be monitored by the PSHE curriculum team and the Pastoral Lead. They will be responsible for liaising with other curriculum teams so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn;

3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

#### **4 Curriculum Design**

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. A copy of our long term plan is contained in Appendix 1.

Best Practice in PSHE Education:

Any new topic in PSHE will be introduced taking into account pupils' prior knowledge and will complement, not replicate, learning in other subjects. Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. Pupils will be reassured that the majority of young people make positive healthy lifestyle choices. Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts. Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.

#### **5 Safe and Effective Practice**

5.1 PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2022 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and*

*developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy*

## **6 Equality of Opportunity**

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships Education takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

6.3 Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

## **7 Definition of Relationships and Sex Education (RSE)**

7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, diverse families, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, or any protected characteristics or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

## FOREST PARK PREPARATORY SCHOOL Relationship Education Policy

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

### 8 Responsibilities and Delivery Overview

Pastoral Lead (Deputy Head for Pastoral)	Amanda Pawson
<p>The focus during Relationship Education focuses on:</p> <ul style="list-style-type: none"><li>- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;</li><li>- differences in families and their structure and respect for the individual circumstances of families</li></ul> <p>It addresses the relationships between:</p> <ul style="list-style-type: none"><li>- physical health and mental well being</li><li>- the balance of online and other activities</li><li>- emotion and the ability to express emotions</li></ul> <p><i>[Further detail of what Primary pupils need to achieve by the end of Y6 are available in the table after <a href="#">Para 62</a>]</i></p> <p>Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. However following consultation the School has decided that, apart from the sex education content included in the science curriculum for the primary age range, Sex Education will not be provided at Forest Park Preparatory School.</p>	

**9 Managing difficult questions:** Ground rules are essential to provide an agreed structure to answer sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

#### **10 Parents' right to withdraw their child**

10.1 Parents/carers will not be able to withdraw their child from relationships education in prep school or secondary school.

#### **11 Intended Outcomes**

11.1 As a result of our PSHE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

11.1.6 Develop skills such as teamwork, communication and resilience

11.1.7 Be encouraged to make positive contributions to their families, schools and communities

11.1.8 Explore differences and learn to value diversity in all its forms

11.1.9 Reflect on their own individual values and attitudes

11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively

#### **12 Monitoring and Assessing**

12.1 Monitoring:

12.1.1 The effectiveness of the PSHE and Relationship Education provision will be evaluated through: annual governance cycles, termly progress meetings, internal reviews and annual reviews.

12.2 Areas for assessment: end of unit assessments, teacher judgements and annual/termly trackers.



12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

### **13 Confidentiality**

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

### **14 Counselling Services**

14.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

### **15 Outside Speakers**

15.1 Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

### **16 EYFS**

16.1 In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however, Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

**END**

Consultation with parents 16 June 2021

Reviewed July 2024

Appendix 1:



PSHE & Relationships - Long Term Plan - 2024 - 2025

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

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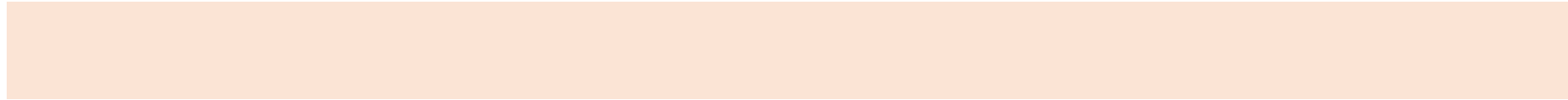
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

	1	2	3	4	5	6
Year/Half-termly unit titles	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
<b>EYFS</b>	What makes me special	Similarities and difference	Keeping my body safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep	Cycles
	People close to me	Celebrating difference	Safe secrets and touches			Life stages
	Getting help	Showing kindness	People who help to keep us safe		Growth Mindset	Girls and boys – similarities and difference

<b>Y1</b>	Feelings	Recognising, valuing and celebrating difference	How our feelings can keep us safe – including online safety	Taking care of things: Myself	Growth Mindset	Getting help
	Getting help				Healthy eating	Becoming independent
	Classroom rules	Developing respect and accepting others	Safe and unsafe touches	My money	Hygiene and health	My body parts
	Special people			My environment	Cooperation	
	Being a good friend	Bullying and getting help	Medicine Safety Sleep			Taking care of self and others
<b>Y2</b>	Bullying and teasing	Being kind and helping others	Safe and unsafe secrets	Cooperation	Growth Mindset	Life cycles
	Our school rules about bullying	Celebrating difference		Self-regulation	Looking after my body	Dealing with loss
	Being a good friend	People who help us	Appropriate touch	Online safety	Hygiene and health	Being supportive
	Feelings/self-regulation	Listening Skills		Looking after money – saving and spending	Exercise and sleep	Growing and changing
			Medicine safety			Privacy

FOREST PARK PREPARATORY SCHOOL Relationship Education Policy

<b>Y3</b>	Rules and their purpose	Recognising and respecting diversity	Managing risk	Skills we need to develop as we grow up	Keeping myself healthy and well	Relationships
	Cooperation	Being respectful and tolerant	Decision-making skills	Helping and being helped	Celebrating and developing my skills	Changing bodies and puberty
	Friendship (including respectful relationships)	My community	Drugs and their risks	Looking after the environment	Developing empathy	Keeping safe
	Coping with loss		Staying safe online	Managing money		Safe and unsafe secrets
<b>Y4</b>	Healthy relationships	Recognising and celebrating difference (including religions and cultural difference)	Managing risk	Making a difference (different ways of helping others or the environment)	Having choices and making decisions about my health	Body changes during puberty
	Listening to feelings		Understanding the norms of drug use (cigarette and alcohol use)	Media influence	Taking care of my environment	Managing difficult feelings
	Bullying	Understanding and challenging stereotypes	Influences	Decisions about spending money	My skills and interests	Relationships including marriage
	Assertive skills		Online safety			
<b>Y5</b>	Feelings	Recognising and celebrating difference, including religions and cultural	Managing risk, including online safety	Rights, respect and duties	Growing independence and taking ownership	Managing difficult feelings
	Friendship skills, including compromise		Norms around use of legal drugs (tobacco, alcohol)	relating to my health	Keeping myself healthy	Managing change
	Assertive skills	Influence and pressure of social media		Making a difference		How my feelings help keeping safe
	Cooperation		Decision-making skills	Decisions about lending, borrowing and spending	Media awareness and safety	Getting help
	Recognising emotional needs				My community	



	Assertiveness	Recognising and celebrating	Understanding emotional	Understanding media bias,	Aspirations and goal	Coping with changes
<b>Y6</b>	Cooperation	difference Recognising and reflecting on prejudice-based bullying	needs	including social media	setting	Keeping safe
	Safe/unsafe touches		Staying safe online	Caring: communities and the environment	Managing risk	Body Image
	Positive relationships	Understanding Bystander behaviour	Drugs: norms and risks (including the law)	Earning and saving money	Looking after my mental health	Sex education
		Gender stereotyping		Understanding democracy		Self-esteem