



Squirrel Hayes First School

Policy Reviewed on	Feb 2017	Feb 2018	Feb 2019	Feb 2020	June 2021	June 2022	June 2023	June 2024
Policy Owner Signature	Mrs A. Harris	Mrs. A Harris	Mrs. H Johnson Allen	Mrs. H Johnson Allen	Mrs. H Johnson Allen	Mrs. H Johnson Allen	Mrs. H Johnson Allen	Mrs Johnson Allen
Policy adopted by the Governing Body on	March 2017	March 2018	March 2019	March 2020	March 2021	March 2022	March 2023	March 2023
Chair of Govs/Committee Signature								
Policy Reviewed Date	Feb 2018	Feb 2019	Feb 2020	Feb 2021	June 2022	March 2023	March 2024	March 2025
Version	07	08	09	10	11	12	13	14

Relationship Education (Primary)

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

Relationship Education

Contextual Rational: Squirrel Hayes First School is located in an area of high social and emotional deprivation. Children typically start school with low starting points and the school has local reputation of good practice for children with additional needs. We foster skills of resilience, resourcefulness, reciprocity and reflectiveness as the cornerstones of emotional character to develop lifelong learning. The learning lens of equilibrium will equip learners with the knowledge that in life we need balance, in many forms. Balance that helps to maintain mental health, a balanced diet and balance in terms of relationships etc. Children will learn strategies that will help them identify healthy friendships (online and in person),

GENERAL SCHOOL AIMS

We pride ourselves on caring for the emotional well-being of every child, raising self-esteem through an atmosphere where children are encouraged to be happy, responsible, self-confident and independent learners with a real sense of community and purpose.

All members of our learning community are encouraged to develop a caring and thoughtful attitude towards their peers and the environment, thus preparing them to become reliable, responsible and skilful members of society.

We foster strong learning partnerships between home, school and the wider community and increase understanding by sharing and celebrating achievements. At Squirrel Hayes we believe that a shared approach to learning and a supportive partnership is vital if all members of our learning community are to reach their full potential, academically, socially, emotionally and spiritually.

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Relationship Education- POLICY OBJECTIVES

DFE guidance (Sept 21)

The focus in primary school should be 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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

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The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

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The main strands of the Relationships in Education document are:

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

Managing difficult questions

Sex Education

At Squirrel Hayes, we also focus on:

Mental wellbeing

Internet safety and harms

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and Prevention

Basic first aid

Changing adolescent body

This should be complemented by development of virtues like kindness, generosity, self-sacrifice and honesty.

At Squirrel Hayes, we have assigned specific focusses to specific year groups based on age and understanding.

School environment, relationships & ethos

Relationships education is enhanced by our supportive school ethos which:

- Values and encourages all learners enabling everyone to achieve and reach their full potential.
- Promotes and celebrates the forming of positive relationships

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- Provides a learning environment which is friendly, caring and secure, whilst stimulating and challenging learning and ideas.
- Encourages independence, high self-esteem, self-discipline and a considerate attitude towards others.
- Promotes and ensures full access to the curriculum for all.
- Promotes and encourages, partnership in learning and a sense of belonging and shared responsibility.
- Encourages and celebrates differences on all levels.

Equal Opportunities

As an inclusive school, all children are encouraged and enabled to participate fully in school life. All learners have access to an exciting, broad and balanced curriculum, regardless of academic ability, religion, physical ability, gender or ethnic origin.

Relationships education & the Curriculum

Provision for Relationships education within the curriculum can be found in the following:

- Afternoon Creative curriculum
- National Curriculum Science
- Other subjects/curriculum areas e.g. R.E & Literacy
- Through PSHE & Citizenship activities and school events
- Through SEAL Assemblies and Whole School Focus Weeks
- Through the provision of personalised pastoral groups and pastoral outreach for vulnerable/SEN groups through the day.
- Through Funtrition sessions.
- Through Flexercise sessions which focus on mental wellbeing.
- Through specific, age related Health and Relationships teaching sessions from Discovery education.

Relationships education is lifelong learning about physical, moral and emotional development.

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’

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It is about understanding the importance of stable and loving relationships within family life and understanding that families can be very different. It involves understanding what good, reliable friendships look like, both on and off line. Children will be taught about respecting and caring for themselves and others, including mental wellbeing. As Squirrel Hayes is a first school, Sex education is not taught, however the children in Year 4 are taught about some of the changes that the early adolescent body will go through.

We use NSPCC PANTS resources to educate learners about how to keep safe. The Talk PANTS campaign is aimed at parents and teachers of 4-11 year olds to keep children safe from abuse. It takes a potentially tricky subject and gives parents the tools to talk about it in an engaging and age-appropriate way. The PANTS resources and materials have been awarded the Quality Mark by the PSHE Association.

On-going evaluation

There will be ongoing evaluation and monitoring of Relationship education as part of our whole school curriculum monitoring and self-evaluation process. Parents will be given opportunities to comment on aspects of Relationships education at Parents Forum and information evenings. Pupils will also be able to share their ideas through the School Council.

Approached to the teaching and learning of Relationships education

At Squirrel Hayes we help all our learners develop confidence in talking, listening and thinking about relationships. A number of teaching strategies support this such as:

- Establishing ground rules with learners
- Promoting respect for ourselves and others
- Using hot seating
- Knowing how to deal with unexpected questions or comments from pupils
- Encouraging discussion and reflection
- Circle time & discussion
- Role-play
- Outside visitors e.g. school nurse
- Books, videos and posters

To facilitate pupils learning in Relationships Education we ensure that:

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- Appropriate learning experiences are planned which meet the needs of all learners in the class, taking into consideration their starting points and prior knowledge.
- Learning experiences draw upon pupils own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise, apply and demonstrate new skills, attitudes and knowledge.
- Time is given for pupils to reflect upon their learning.
- Pupils are encouraged to take responsibility for their own learning and to record their own progress.
- Attention is given to developing a safe and secure classroom climate.
- Confidentiality of information is promoted at all times.
- Staff training needs are met.

Outside Visitors

Although the school teachers plan for learning opportunities for all children across the age ranges, outside visitors are often invited to contribute to the delivery of learning and the learning process. As with all members of staff, visitors are expected to follow the school's guidelines on confidentiality and the handling of sensitive and controversial issues whilst supporting learners in the school's care.

Teachers and other adults involved in Relationships Education may sometimes hear disclosures that raise safeguarding concerns, suggesting that a child may be at risk of harm or abuse. It is therefore essential that all staff and visitors are aware of the school's safeguarding policy and who the Designated Teacher for Child Protection is. **Any disclosures warranting concerns should be immediately communicated to:**

Miss E.J. Pickford (Headteacher & Designated Teacher for Child Protection)

or

Linda Oakes (Deputy Designated Person for Child Protection)

Staff and visitors should record their concerns using 'My Concerns'.

Celebration of Achievement & Assessment, Reporting Arrangements

As with any learning process, the assessment of pupil's personal, social and emotional development is important. It provides information which indicates pupil's progress and achievement and informs their future development and learning.

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We do not formally assess pupils in any area of Relationships education, however opportunities for pupils to reflect upon their learning and progress to date, are built into every daily learning opportunity. Parents will be made aware of their child's individual progress in this area through the annual school report and parent consultation evenings.

Parent Partnership

Our school seeks to work in partnership with parents and carers in order to provide an effective Relationships Education curriculum for all learners. Parents need to know that the school's Relationships Education curriculum will complement and support their role as parents and that they can be actively involved in the determination of this policy through the Parents Forum and other consultation evenings.

Letters will be sent to parents, will inform them of what is covered in their child's year group and when and provide them with information about the RHE statutory curriculum.

Policy Review

It is the role of the Governing Body and PSHE & Ct Co-ordinator to review this policy on an annual basis and consultate with all key stakeholders.

DOCUMENT CHANGE LOG

Version No.	Date of review	Reviewer	Changes Made
01	Dec 2010	Erica Smith	Policy re-written following LA guidance and consultation
02	Dec 2011	Erica Smith	Changed Safeguarding contacts
03	March 2013	Rachel Nevins Stanford	Changed Safeguarding contacts
04	February 2014	Amanda Harris	Changed wording: pupils to learners Added promote respect for ourselves and others
05	February 2015	Amanda Harris	No changes
06	February 2016	Amanda Harris	Changed nurture provision to pastoral provision
07	February 2017	Amanda Harris	

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Version No.	Date of review	Reviewer	Changes Made
08	February 2018	Amanda Harris	Added details of NSPCC PANTS resources.
09	February 2019	Helen Johnson Allen	Added on Relationships in education draft, Year 4 learning about the changing body during puberty and the fact that Linda Oakes is the deputy designated safeguarding officer.
10	February 2020	Helen Johnson Allen	Relationships in Education strands and guidance.
11	February 2021	Helen Johnson Allen	Further information added from DFE statutory guidance on RHE, Discovery Education and informing parents.
12	June 2022	Helen Johnson Allen	Updated DFE guidance, My Concerns, Name change of policy.
13	March 2023	Helen Johnson Allen	Reviewed
14	May 2024	Helen Johnson Allen	Contextual rational

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