



Relationships Education Policy

Status and Review Cycle	Statutory / Annual
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RELATIONSHIPS EDUCATION POLICY

Rationale and ethos

This policy covers the school's approach to Relationships Education for Primary age pupils. It was produced in consultation with the PSHEe Co-ordinators, SLT and governing body. The focus on teaching Relationships Education is to build an understanding of what makes a healthy relationship with particular reference to friendships, family relationships and relationships with other children and adults. Relationships Education in the primary years is fundamental for ensuring that children are able to build positive relationships but also to be able to identify the qualities of less positive relationships and how to deal with them. This is a fundamental aspect of all Wellbeing lessons and indeed the school's Way of Life.

We ensure Relationships Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing teaching that is adapted and accessible for all learners. Opportunities for overlearning and repetition of unfamiliar topics and language will be included where applicable. Extra care and diligence has been taken to ensure that all learners of different backgrounds are included and represented where appropriate at an age appropriate level.

Roles and responsibilities

The Relationships Education curriculum is taught by both class teachers and external agencies where appropriate. This includes a workshop for year 8 before they go off to senior schools, where they can ask ANY question they wish in a calm, respectful and accepting environment. The schemes of work have been developed by the PSHEe co-ordinator in discussion with the teachers responsible for delivering Relationships Education as part of the Wellbeing (PSHEe) curriculum.

We aim to build on knowledge that has been taught in science and therefore discussions with the science department are key. In addition, due to ensuring our pupils foster safe online relationships, the Head of Digital Learning is also involved where appropriate being a member of the safeguarding team.

This Relationships Education policy will be monitored and implemented by the PSHEe co-ordinator and it will be reviewed annually or sooner, as appropriate.

The school recognises the role of the parent/carer as the main provider of Relationships Education. The programme at school aims to build on the foundations already laid down at home. Parents will have access to information regarding specific lessons and topics and when they are being taught.

The PSHEE co-ordinator will ensure that all staff teaching Relationships Education are comfortable with all the subjects being covered and will be given opportunities for training and support where needed.

Legislation (statutory regulations and guidance)

We acknowledge that Relationships Education is now statutory for all our secondary school aged pupils and that Relationships education is statutory for all primary aged pupils. The Relationships Education policy complements the school's values policy and is an integral part of the Wellbeing (PSHEE) curriculum. The Relationships Education policy was written and informed by the following documents:

- Education Act (1996)
- Equality Act (2010)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
- KCSIE (2024)

Relationships Education is a statutory part of the curriculum and as such parents do not have the right to withdraw from Relationships Education lessons. Parents still have the right to withdraw their children for aspects of sex education that are not a part of the Science curriculum and this will be done through discussion with the Head, so that he can be made aware of the reasons and what provisions of alternative arrangements need to be planned. Parents will be made aware in advance of when these topics will be taught and what will be covered after pupils have completed their needs assessment.

Curriculum design

Our Relationships Education curriculum is an integral part of the Wellbeing (PSHEE) provision at the school and as such is covered in a variety of ways throughout the year. Aspects of Relationships are taught within RE, Wellbeing (PSHEE) and science lessons and through circle time and sharing time in the Early Years.

The PSHEE co-ordinator is responsible for ensuring that all resources are up to date and high quality and will be reviewed regularly. The school is a member of the PSHE Association and all staff teaching Relationships Education have access to the resources given the quality mark by the PSHE Association.

The curriculum overview in **Appendix 1** shows the topics that are covered in each year group, those topics which include elements of the Relationships Education curriculum have been highlighted.

Safe and effective practice

A vital part of the class ownership in Relationships Education is based on creating a healthy environment using a working agreement with the children. The working agreement is known as 'Ground Rules'. The creation of this agreement is a result of a thorough discussion with the children prior to any Wellbeing(PSHEE) lessons. It will be continually referred to and includes consequences, such as warnings, if the working agreement is compromised.

Due care and consideration is included in the planning of discussions regarding families, taking into account the different familial circumstances of the pupils in each class. Scenarios given in lessons will ensure that pupils are aware that families take many forms and pupils will be encouraged to understand that other families may have a different structure of support around them. (E.g. looked after children, young carers, pupils not living with parents).

Safeguarding

Teachers are required to consult with the Designated Safeguarding Lead and in their absence their deputy, should any safeguarding concerns arise during the delivery of the Relationships Education curriculum. If a disclosure is made, then the school's safeguarding policies would be followed.

The Designated Safeguarding Lead will brief any external organisations, to ensure they are familiar with our policies and expectations regarding correct practice and how to respond to issues that may relate to Child Protection matters. Pupils may ask questions or seek information, which may be of a sensitive nature. These questions need not to be answered directly, but may be addressed individually later, possibly after consultation with an appropriate member of staff

Engaging stakeholders

The school recognises the statutory requirement to consult parents regarding the Relationships Education policy. The policy has been shared with the parent forum to ensure that parents are aware of what is covered by the Relationships Education curriculum and to give opportunity for parent voice and feedback. The policy is available on the school website and parents have access to additional supporting resources as signposted in the school newsletter or by contacting the PSHEe co-ordinator.

Monitoring, reporting and evaluation

The teaching of both Wellbeing (PSHEe) and Relationships Education is based on continuous evaluation and monitoring through pupil assessment and reflection. The subjects are difficult to formally assess so a range of techniques such as, self-review, discussion, reflection and teacher observation will be used throughout the year. Samples of work produced in both PSHEe and Relationships Education lessons will be displayed where and when appropriate.

This PSHEe policy will be reviewed annually, or when appropriate, and implemented by the PSHEe co-ordinator and it will be monitored by the Deputy Head.

Appendix 1

	EYFS	KS1	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Autumn 1	Being Me in My World	Being Me in My World	HW- Strengths and Challenges HW-What helps me choose?	HW- What is important to me? HW-Making choices	HW- Physical health and wellbeing in the media HW- Identity, society and equality. Stereotypes, discrimination and prejudice	HW-Healthy minds WW-Keeping safe (out and about)	HW- goal setting/rights and responsibilities HW- Diet,exercise and making healthy choices	WW- Stereotyping, gender/racial/religious discrimination
Autumn 2	Celebrating Difference	Celebrating Difference	HW-What helps me choose?	HW-Making choices HW/R-Mental	HW- Identity, society and equality. Stereotypes, discrimination	WW-Keeping safe (out and about) WW-Keeping safe online	WW- Introduction to careers and raising aspirations	HW- First aid and personal safety HW-Alcohol and drug misuse/man

				health and mindfulness	n and prejudice R/WW- When things go wrong			aging peer influence
Spring 1	Dreams & Goals	Dreams & Goals	R-Bullying-see it, say it, stop it	R- Healthy relationships	HW/R- Dealing with feelings	HW/R- Healthy relationships /how a baby is made (topic throughout the term based on initial needs assessment)	WW/HW- Study skills R-Diversity, prejudice and bullying/challenging stereotypes	WW- Barclays Bank money sense topic WW-Making financial decisions
Spring 2	Healthy Me	Healthy Me	R-Celebrating difference	R-Healthy relationships	HW- Different influences	HW/R- Healthy relationships /how a baby is made (topic throughout the term based on initial needs assessment)	R-Managing on and off line friendships HW- Drugs and alcohol	WW-Career options
Summer 1	Relationships	Relationships	WW- Saving, spending and budgeting	WW-Keeping safe and managing risk	WW- Borrowing and earning money HW/R- Growing up and changing (topic throughout the term based on initial needs assessment)	WW-Human rights	WW-Making financial decisions WW-saving spending and budgeting	R- Online safety and digital literacy HW- Managing change and loss
Summer 2	Changing Me	Changing Me	HW-Tobacco is a drug	WW- Democracy	HW/R- Growing up and changing	WW-Human rights/Age appropriate content	R-RSE workshops R-Self esteem and romance (RSE topic throughout the term based on initial needs assessment)	HW-Mental health and emotional wellbeing R-RSE workshops (RSE topic throughout the term based on initial needs assessment)