

Frogmore Infant School

Relationships education policy

1. Aims

The aims of relationships education at our school are to:

- Provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life
- Develop children's understanding of positive and healthy relationships, to enable successful relationships throughout their lives
- Help the children understand how having a healthy relationship is important to your mental wellbeing
- Help the children to understand who you should speak to when you feel unsafe or worried about something
- Provide the children with opportunities to develop their vocabulary to enable them to describe themselves, their bodies and their emotions clearly
- Reflect the different family backgrounds our children come from
- Develop the children's empathy towards others, understanding that although people and families may be different everybody is entitled to respect
- Equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them

Our policy is underpinned by our RESPECT values of respect, care, excellence, adventure and health.

We do not teach sex education.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Frogmore Infant School, we teach relationships education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to give suggestions about the policy
4. Pupil consultation – we investigated what pupils want from their relationships education
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

At FIS relationships education:

- Is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.
- involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our relationships education curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

6. Delivery of relationships education

Relationships education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of relationships education are taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our relationships curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs. All of this teaching is done at an age appropriate level.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to adaptations to learning that are needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory relationships education guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about relationships education is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:

- This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the Relationships education policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that relationships education is taught consistently across the school, for sharing resources and materials with parents and carers.

8.3 Staff

Staff are responsible for:

- Delivering relationships education in a sensitive way
- Modelling positive attitudes to relationships education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching relationships education are encouraged to discuss this with the headteacher.

Class teachers deliver the relationships education curriculum through our PSHE curriculum.

8.4 Pupils

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

9. Parents'/carers' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

10. Training

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.

11. Monitoring arrangements

The delivery of relationships education is monitored by PSHE leader through learning walks, pupil interviews, Pupils' development in relationships education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

PSHE Year 1

Autumn 1: Making friends, playing and learning together

Key Focus: Explores how to listen, share, work cooperatively, and when and how to ask for permission. Learn about friendships, including falling out and how to recognise bullying.

Lesson	Objective	Pupils will be able to...
1 Ground Rules	To learn about the importance of ground rules in PSHE lessons	• identify why rules are needed for different situations • suggest ways of making others feel safe and included in PSHE lessons • contribute to and develop class ground rules for PSHE education
2 Learning and Playing Together	To learn how to work and play with others	• identify what is needed to get along with others • demonstrate good listening skills • describe different ways to learn and play
3 Let's Be Friends	To learn how friendships are made	• identify different ways that people meet and become friends • describe some things that friends and classmates have in common • recognise that friends can have similarities and differences • demonstrate some ways of being a good friend
4 Let's Make Up	To learn that falling out and making up are normal in friendships, and how to seek help if a friendship is causing unhappiness	• identify some causes of arguments between friends • demonstrate strategies for positive play with friends • explain some ways to positively resolve arguments between friends • recognise and ask for help when they are feeling lonely or unhappy, and how to help someone else
5 Let's Be Kind	To learn about kind behaviour and what to do if they witness unkind behaviour	• recognise kind behaviour at school or at home • describe how unkind behaviour can make people feel • recognise that feelings can affect how people behave • explain what to do and whom to tell, if they see or experience unkind behaviour
6 Asking for Permission	To learn what it means to ask for permission	• say why they should ask other people • for permission in different situations, • including when touching someone else • use simple phrases to ask for, give or not • give permission

Autumn 2: Mental health and wellbeing

Key Focus: Supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.

Lesson	Objective	Pupils will be able to...
1 Noticing Feelings	To learn about feelings	• notice and name some feelings • explain how we recognise thoughts and feelings • explain that feelings can be felt more, or less, strongly
2 Distraction	To learn about distraction	• explain what is meant by distraction • identify different types of distraction • identify what could help when someone is distracted
3 Paying attention to pleasant feelings	To learn how to pay attention to pleasant feelings	• identify pleasant and unpleasant feelings • explain what can help change less pleasant feelings to more pleasant ones • describe how the brain helps us pay attention to pleasant feelings
4 Helpful and unhelpful thoughts	To learn about helpful and unhelpful thoughts	• identify examples of helpful and unhelpful thoughts • describe how helpful and unhelpful thoughts can change how we act and feel • describe how unhelpful thoughts can be changed to more helpful ones
5 Reacting	To learn about different ways of reacting	• describe the difference between feeling relaxed and feeling tense • identify different reactions • describe how someone might manage their reactions and responses

Spring 1: Celebrating me, you and our families

Key Focus: Explores similarities and differences, as well as everyone's individuality. Pupils look at different families and how family members can show care and love for each other.

Lesson	Objective	Pupils will be able to...
1	To learn that everyone is unique and has special qualities	• recognise individual features and attributes • identify their interests, likes and dislikes

Personal Identity: All different, all special		- recognise that everyone is good at something and identify what they are good at - describe what makes them special
2 Belonging and Community: Sameness and difference	To learn that everyone is equal, regardless of their similarities and differences	- identify special things about them that make them who they are - describe similarities and differences between themselves and others - recognise that everyone is equal
3 Families: What makes a family?	To learn about what makes a family	- describe what a family is - identify who might be in a family - explain how families can care, and show love, for each other
4 Families: Different families	To learn about different types of families	- recognise that there are different kinds of families - describe some differences between families - identify some things that families can have in common, including what they do and enjoy together

Spring 2: Safety at home

Key Focus: Introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.

Lesson	Objective	Pupils will be able to...
1 Keeping Safe at Home	To learn about ways to keep safe at home	- identify some common hazards that might occur in the home - suggest some actions children can take to help minimise the risk of accidents happening at home - recognise how rules can help keep children safe at home
2 Drug Education: Keeping Safe	To learn about things that go into bodies and onto skin and how they can make people feel	- describe how the things that can go into a person's body and onto their skin can change how people look and feel - identify that some things that go into or onto bodies can be harmful (or not so good for people) and how we know if something might be harmful - suggest basic strategies to respond to situations involving household products - recognise who to ask for help with things that can go into or onto bodies
3 Drug Education:	To learn about medicines, and the people who help someone to stay healthy	- identify what can make people feel better if not feeling well - explain that medicines come in different forms and are used in different ways

Keeping Healthy		• recognise that some medicines, such as vaccinations, can help prevent illness and disease and that some people need to take medicines every day to help them to stay healthy • identify who helps people to stay healthy and what they do
4 Drug Education: Medicines and Household Products	To learn about keeping safe around medicines and other household products.	• state safety rules for the use of medicines and other household products • recognise risk in situations related to medicines and household products, including when there is pressure to do something which is unsafe or may cause someone to be unwell • identify what to do next in a situation that may involve risk • identify when asking for adult permission is required (in relation to medicines and household products)

Summer 1: Being healthy

Key Focus: Teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.

Lesson	Objective	Pupils will be able to...
1 Keeping Safe in the Sun	To learn how to keep safe in the sun	• explain why being in the sun can be good and not so good for our health • identify different ways to protect our skin in the sun • give examples of what can be used to provide protection from the sun
2 The Sleep Factor: Ready for Sleep	To learn about the things that will help us to fall asleep and get a good night's sleep.	• suggest some reasons why sleep is important • identify things that might stop someone getting to sleep • describe some things that might help someone get to sleep
3 Food for Thought: Keeping Healthy with Food and Drink	To learn about food and drink that can help keep people healthy.	• identify where some food and drink comes from • describe how food and drink can be changed before it is eaten or drunk • suggest some foods and drinks that help to keep people healthy • identify times when someone can make choices about what to eat and drink
4 Dental Health: Looking After Our Teeth	To learn about looking after our teeth	• identify which foods and drinks have higher and lower amounts of sugar in them • explain the steps for brushing teeth • identify who can help with looking after teeth
5 The Importance of Hand Washing	To learn about the importance of personal hygiene routines	• explain why and when hands should be washed • identify how germs can spread and ways to prevent this • demonstrate how hands should be washed

Summer 2: Showing kindness to ourselves and others

Key Focus: Revisit learning about feelings, and explores the importance of kindness.

Lesson	Objective	Pupils will be able to...
1 Every Mind Matters: Emotions	Learn to identify different feelings and think about other people's feelings	• name and recognise different feelings • describe how others might be feeling • show some ways of representing feelings
2 Every Mind Matters: Kindness	Learn about kindness and how it can make people feel.	• recognise why kindness is important • identify some ways of being kind to ourselves and other people • decide whether someone is being kind or unkind • identify things someone can do if others are being unkind
3 Every Mind Matters: Self-care	Learn about different things that help people feel good (self-care)	• identify different things that can help people feel good • show how behaviours can make people feel • suggest things people can do to help themselves feel good

PSHE Year 2

Autumn 1: Mental health and wellbeing

Key Focus: Builds on the learning in year 1 by exploring a range of feelings and their intensity and simple strategies to help manage them. Introduces different kinds of change and loss (including bereavement).

Lesson	Objective	Pupils will be able to...
1 Noticing and Naming Feelings	To learn about thoughts and feelings and how noticing them can be helpful.	• identify a range of feelings, including how pleasant they are • describe how feelings can vary in strength • explain how noticing and naming feelings can help us to manage them
2 Different Distractions	To learn about different kinds of distraction	• identify whether a distraction is helpful or not • describe how different distractions can make someone feel • explain how to notice, name and manage distractions

3 Changing Thoughts and Feelings	To learn about different ways of changing thoughts and feelings	• explain that the brain helps us remember, repeat and change what we pay attention to • describe how to pay attention to more pleasant thoughts and feelings more often • notice when we are paying attention to something enjoyable and how it can help us feel good
4 Managing Unhelpful Thoughts	To learn how to manage unhelpful thoughts	• identify how helpful and unhelpful thoughts might affect someone's feelings and behaviours • explain different ways to change unhelpful thoughts to helpful ones • explain how some types of distraction can help us manage unhelpful thoughts
5 Reactions and Responses	To learn about ways of managing reactions and responses	• identify ways of reacting to different situations • describe how our reactions and responses can change, based on how calm or tense we feel • explain how practising different strategies helps us to manage our responses
6 Change, Loss and Grief	To learn about what happens when things change	• recognise what change means • identify different changes that people might experience • recognise the relationship between change and loss • describe how change and loss might affect people and who can help them

Autumn 2: Keeping safe online

Key Focus: Explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).

Lesson	Objective	Pupils will be able to...
1 CEOP: Jessie & Friends Watching Videos	Children learn about what to do if they are worried about something online	• explain how something online might make someone feel worried or sad • recognise different feelings • identify up to four trusted adults in my life who can help me if I am worried about something online
2 CEOP: Jessie & Friends Sharing Pictures	Children learn about what to consider before sharing a picture online	• explain what might happen if someone shares a picture online • suggest ways to use devices more safely, including being respectful to others • identify up to four trusted adults in my life and how to ask them for help if I am worried about something online.

3 CEOP: Jessie & Friends Playing Games	Children learn about what personal information is, and the importance of not sharing this	- Identify what personal information is and the importance of not sharing this - recognise feelings and signs in my body that might tell me if something 'doesn't feel right' - identify up to four trusted adults and know how to ask them for help if I am worried about something online.
4 BBFC: Watch Out! Helping to Make Good Viewing Choices	To learn that there are age-ratings that can help us make choices about what to watch	- identify that some rules are made to keep us safe - recognise some of the BBFC's age-rating symbols - identify why we should use these, and what to do if we need help
5 BBFC: Watch Out! Keeping Viewing Choices Safe	To learn about how to make good viewing choices that are right for a person's age and about what to do if someone watches something that makes them feel upset or worried	- explain how to use child-friendly or family friendly age rating symbols - describe how these and other strategies can help someone decide what to watch - apply these strategies to everyday viewing situations - identify what do if they feel something is unsafe, such as asking for help

Spring 1: Me, my body and staying safe

Key Focus: Explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.

Lesson	Objective	Pupils will be able to...
1 My Special People	To learn about healthy, happy relationships and about the special people in our lives - how we care for one another	- identify who special people might be - explain what makes someone 'special' and important - describe the different ways special people care for us - recognise how we can care for them in return
2 Growing Up – The Human Life Cycle	To learn about how we change as we grow	- recognise the main stages of the human life cycle (baby, child, adult) and that the process of growing takes time - describe what changes when people grow from young to old - identify ways children our age might be more independent now than when they were younger
3 Everybody's Body	To learn the names of different parts of the body, including genitalia	- describe similarities and differences between myself and others - recognise and use the correct names for main parts of the body - recognise that some parts of the body are private

4 NSPCC: Talk PANTS PANTS Power	To learn the Talk PANTS rules and that they help keep children safe	• recognise that adults care for children and help them to stay healthy and safe • identify safe adults and how to ask for help if something is upsetting or worrying • recognise that some parts of the body are private; and be able to name private parts • rehearse and recall the PANTS rules
5 NSPCC: Talk PANTS More PANTS Power	To learn the Talk PANTS rules and that they help keep children safe	• identify that there are different types of touch; and how touch can make people feel • recognise that someone's body belongs to them and that they can say 'no' to being touched • describe the difference between secrets or happy surprises and how to talk to someone when secrets are upsetting • explain the PANTS rules and how they can help keep someone safe

Spring 2: Money and work

Key Focus: Examines people's different strengths and interests and what this means for the jobs they might choose. Explores what money is, how jobs can help people earn money and how to distinguish between needs and wants.

Lesson	Objective	Pupils will be able to...
1 Strengths and Interests	To learn about how everyone has different strengths and interests	• explain what makes everyone unique • identify the different strengths and interests that people can have • describe the strengths and interests suited to different jobs
2 Different Jobs	To learn about different jobs and work that people do	• describe a range of different jobs, including jobs in the community • identify the different types of work involved in some jobs • explain how jobs help people to earn money
3 What is Money?	To learn about money and where it comes from	• identify different forms of money • explain where money comes from and how it can be spent • describe how money can be kept and looked after

Summer 1: Keeping safe outside the home

Key Focus: Builds on prior learning about risk through the context of road and rail safety. Learn what an ‘emergency’ is and how to get help from an adult in an emergency, or call 999 themselves if they need to.

Lesson	Objective	Pupils will be able to...
1 Crossing the Road	To learn how to keep safe when crossing the road	- recognise the need to cross roads safely - demonstrate the rules of ‘The Green Cross Code’ - identify safe places to cross roads - recognise who can help them to keep safe near roads
2 Keeping Safe Around Railways	To learn about rail safety	- explain how to keep safe at a railway station and on trains - describe how level crossings keep us safe - identify unsafe situations around railways and explain how to manage them
3 Emergencies	To learn about how to deal with emergencies	- describe what an ‘emergency’ is - know how to get help from an adult in an emergency - know how to call 999

Summer 2: Looking back and moving on

Key Focus: To reflect on time at FIS. Know that change is a natural part of life and we can set positive goals to support change

Lesson	Objective	Pupils will be able to...
1 Reflection	To reflect on achievements and positive memories from FIS	- describe key memories - describe proud moments
2 Understanding change	To learn that change is a natural part of life and explore how it makes us feel	- identify different times we experience change in our lives - identify a range of emotions we may feel when things change (e.g. happy, nervous, excited, worried)
3 Similarities and differences	To learn that change can include similarities and differences	- describe things that are similar between Y2 and Y3 - describe things that are different between Y2 and Y3
4 Positive goals	To learn that positive goals can help us deal with change	- identify questions that we want to ask about our new school - identify a goal for future learning

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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	• 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	• 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 e.g. family, school and/or other sources

