Holtsmere End Infant and Nursery School

Relationships Policy

Date: July 2025

Signed:

Nicola O'Connell – Headteacher

Jane Bisseker – Chair of Governors

Relationships Education

At Holtsmere End Infant School we believe it is our duty to teach our young children about what a relationship is and how to develop positive relationships- with their peers, other adults and within their families. The purpose of this teaching is to show children how positive relationships can lead to happiness and security and also how to recognise less positive relationships when they encounter them. Relationships Education will also promote the spiritual, moral, cultural and physical development of our pupils as well as their mental wellbeing. Our school Intent states that "in a nurturing and caring environment we want our children to feel safe to learn and gain the knowledge and skills to become independent thinkers and learners." We believe that we can achieve this by developing positive relationships with our pupils and teaching the children to do the same with others.

Subject content

Relationships Education will be taught across the whole school as part of the PSHE Jigsaw scheme. This programme helps children to really know and value who they truly are and understand how they relate to other people in this ever-changing world. The scheme has been updated to fulfil the requirements for the statutory Relationships and Health Education curriculum which all schools have to implement from September 2020. This new curriculum ensures that all children are guaranteed a PSHE education that covers mental health and wellbeing, physical health and learning about safe, healthy relationships, including online. All children at our school take part in a designated weekly PSHE lesson. The content of these lessons will teach children:

- The importance of families and the characteristics of healthy family life
- That they belong to various groups and communities, such as family and school
- That others' families can look different from their own but that we should respect those differences
- The characteristics of friendships including mutual respect, loyalty, kindness, sharing of interests and support with problems and difficulties
- How to understand the consequences of their actions and how to resolve problems within friendships without resorting to violence
- How to judge when to seek help and advice and who to trust when asking for help
- How to be courteous and polite
- How to be respectful of others and those in authority and that they should expect to be treated with respect themselves
- What a stereotype is and how stereotypes can be unfair and negative
- The importance of permission seeking and giving within relationships
- The rules and principles for keeping safe online
- An understanding of appropriate boundaries within relationships
- The concept of personal privacy
- How to recognise and report feelings of being unsafe and the vocabulary and confidence to do so
- About the benefits of physical exercise and time outdoors on mental wellbeing and happiness and the importance of taking regular exercise
- The importance of keeping safe including basic road safety and about people who can help them to stay safe
- About simple self-care techniques and personal hygiene
- The benefits of healthy eating and how to make choices that improve their health and wellbeing – In school we use various resources to aid this, such as our calm down kits, meditation, mindfulness, the daily mile and healthy snacks
- To name body parts using the correct medical terms such as boy/male, girl/female, vagina, penis, testicles and the words public and private which follow the NSPCC's underwear rule: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/bodies

- To realise that people and other living things have needs and that they responsibilities to meet them
- To help children to be aware of the differences between the sexes and how people change as they grow older

Links to other subjects

Learning about Relationships Education within PSHE lessons will link to and complement learning in other subjects such as science, RE, Computing, English and PE.

Intended outcomes

The teaching of PSHE has a proven impact on life chances and academic success when delivered well. All children can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life. If children begin to develop effective relationships in the Early Years they will be able to assume greater personal responsibility and manage their personal safety, including online, as they move through Key Stage 1. Through Relationships Education our aim is for the children to develop the following skills and character traits:

- Positive self-esteem and self-belief to enable children to make appropriate choices and to understand and respect differences between individuals
- The ability to choose between right and wrong, appropriate and inappropriate actions
- Emotional literacy – being able to recognise and express their feelings
- Good communication skills
- Resilience and perseverance
- Kindness and respect for others
- Turn taking
- Honesty and truthfulness
- trustworthiness
- The ability to make informed choices and minimise risk to themselves and others
- The ability to manage peer pressure
- The ability to keep themselves and other people safe
- The opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions
- The confidence to begin to question messages they receive from the media
- The ability to access help and support
- A positive attitude towards their body
- An understanding of the concept of personal privacy

Inclusion and Diversity

In line with the Equality Act of 2010 our school ethos promotes and accepts the differences between all children and adults and we will ensure that within Relationships Education, as in the life of the whole school, all children are treated fairly and equally. Teaching will recognise the right for all children to have access to PSHE education irrespective of their race, gender, age, ability, culture, religion or personal circumstances. All forms of discrimination and bullying will be challenged. We aim to create a classroom environment that recognises each child as unique and in which differences are not viewed in a negative way.

Inclusivity is central to the Jigsaw PSHE scheme which promotes acceptance of individuals for who they are and who they will become. Teachers tailor PSHE lessons to meet the needs of the individual children in their class, including those with SEND, and the Jigsaw scheme often suggests creative learning activities that allow children to choose the media with which they work. Some children will receive extra support from an LSA. Special consideration will also be given in the provision of safeguarding information and resources in accessible formats for children and parents with communication needs, including English as a second language.

We have a have a set of books in school which contain stories about different families, emotions, people with disabilities, bereavement, different religions etc. These resources support the teaching that we are all similar and different in different ways and that everyone deserves respect and understanding. The titles include:

The Great Big Book of Families – Mary Hoffman, Ros Asquith
All are welcome – Alexandra Penfold and Suzanne Kaufman
The Girl with two Dads – Mel Elliot
We are family – Patricia Hegarty and Ryan Wheatcroft
Hair Love, A celebration of daddies and daughters everywhere – Matthew A Cherry
Tiana Eat up – Akitoye Sunday
And Tango Makes three – Justin Richardson and Peter Parnell
Living with Mum and Living with Dad – Melanie Walsh

Managing questions from children

Children may sometimes ask questions which go beyond what is set out in the Relationships Education curriculum. Our aim is to answer children's questions as honestly as we can, using age appropriate language, but not beyond their maturity. We will give as much information as we can and have a discussion with parents if it is felt appropriate.

Safeguarding

Relationships Educations works within pupils' real life experiences and it is therefore essential to establish a safe and supportive learning environment. Our PSHE lessons include regular discussion of the Jigsaw Charter- ground rules which are established at the beginning of the year and reinforced each half term. These rules, which include using only kind, positive words, respecting each other's privacy and the right to pass when speaking in the class circle, help to develop trusting relationships between all members of the class, adults and children alike. Through the PSHE programme we are committed to ensuring that children recognise any behaviour towards them that is unacceptable and to be empowered to speak up and seek help if needed and to know how to keep themselves safe. All staff have regular safeguarding training and should any disclosures be made by a child during PSHE lessons, safeguarding procedures will be followed immediately. We inform children of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. All children create their own personal 'helping hand' which has the names of 5 people they can talk to if they have a worry or concern.

This Relationships policy supports and complements the following polices and should be read in conjunction with:

- Safeguarding Policy
- Child Protection Policy
- Anti-bullying Policy
- E-Safety Policy
- Online safety Policy
- Behaviour Policy
- Inclusion and Equality Policy

- Equal Opportunities and Racial Equality Policy
- Equality statement Policy
- Special Educational Needs Policy
- PSHE Policy
- Science Policy
- PE Policy
- Healthy Eating

Monitoring and Assessment

The PSHE leader is responsible for the introduction and monitoring of the policy which will be done through lesson observations, staff discussions and pupil voice sessions. The PSHE Jigsaw scheme takes a spiral approach which allows the children to revisit topics at a deeper and more complex level in each year group.

In line with our Assessment policy we will assess children's progress in PSHE at the end of each Jigsaw unit. Teachers undertake formative assessment during each lesson and will identify children who have not understood the learning intention and make provision to address it again before the next lesson.

Right to withdraw

Parents do not have the right to withdraw their child from any aspect of Relationships Education or Health Education. We believe that parents play a vital role in the development of their child's understanding of positive relationships and that PSHE education is most effective when there is good communication and collaboration between home and school. We are therefore committed to working closely with all parents, keeping them informed about the curriculum and helping them to understand the purpose and content of Relationships Education. Parents are encouraged to ask any questions or discuss any concerns with the class teacher.

Policy review date

This policy will be reviewed in July 2027 in consultation with the Senior Leadership team, members of the governing body and after discussion with parents and pupils. Pupil voice will be used to tailor the Relationships Education curriculum to match the different needs of our pupils.