



# **Relationships Education**

## **Primary**

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<b>Approved By:</b>	Head Teacher

## **Introduction**

The core purpose of Relationship and Sex Education (RSE) is to help school adults to support all children through their physical, emotional, moral and spiritual development by teaching clear facts, and to develop skills, positive attitudes and values.

The policy is in line with the government regulations and statutory guidance on Relationship and Sex Education. (Published February 2019) and has been written with the involvement of school staff, parents & carers and members of the Governing Board.

At Moss Lane School we know that effective RSE can enable children to make good friendships, make responsible and informed choices and decisions about their behaviour & lives, now and in the future and help children be safe.

The school recognises and promotes the importance of loving, kind and mutually supportive family groups within which children feel safe and are lovingly cared for.

It is the quality of relationships that we talk about and do not promote any particular family or friendship grouping.

The term sex education refers to the teaching of information relating to growth and development, personal relationships, personal rights and responsibilities as well as reproduction. It is always taught taking full account of the age and maturity of the children.

## **The Curriculum and Teaching of RSE**

RSE is an important part of our curriculum. RSE is not taught as a separate subject but is fully integrated into the wider curriculum such as:

- Science
- Personal, Social, Health and Citizenship Education (PSHCE)
- Circle Times,
- Stories and role play
- Physical Education
- Computing
- Topic work
- Assemblies.
- Philosophy for Children (P4C)

RSE has three main elements:

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

Our school curriculum plans identify the different opportunities and places throughout the school year where teachers will deliver elements of the RSE curriculum.

Other adults, such as a visiting School Nurse or other health professionals, may also be involved in the teaching of RSE using resources and materials appropriate for the age group they are working with. Any teaching by outside professionals will be overseen by Moss Lane teachers and be guided by this policy.

Often teaching will be 'ad hoc', e.g. in response to a child's question or in discussion about a story or an event.

### **Attitudes and Values:**

Our provision will support children to develop the skills, knowledge and understanding to

- Know the importance of 'values' in managing daily life.
- Value respect, love and care in their families and friendships.
- Appreciate the value of family life and stable and loving relationships for the nurture of children.
- Appreciate that not everyone has the same family structure & experience and the importance of respecting family diversity.
- Begin to explore, consider and understand moral dilemmas.

### **Personal and Social Skills**

Our provision will support children to develop the skills to

- Manage their emotions and relationships well
- Respect others and develop self-respect
- Manage personal relationships including peer relationships positively
- Use common courtesies of politeness
- Recognise the similarities and differences between people
- Know that everyone is different whilst understanding that all are equal in value
- Develop empathy for others and understand that other people have different preferences, views and beliefs
- Be sensitive to the needs of others
- Make choices and appreciate the consequences of their choices
- Know what is fair/unfair
- Manage conflict situations
- Be clear about appropriate and inappropriate touching and that they have a right to say 'no' and to be listened to when they feel uncomfortable, threatened or frightened in a situation.
- Know they do not have a right to have physical contact with anyone else unless the other person is comfortable with that contact.
- Support their emotional health and mental well-being

### **Knowledge and Understanding**

Our provision and environment will support children to develop the knowledge and understanding to

- Feel safe to ask questions and ask for help when required
- Recognise inappropriate behaviour, including online, and know what they can do to protect themselves and others.
- Tell appropriate adults if they see, or experience, any form of abuse (including online)
- Have the appropriate vocabulary to express their feelings and emotions.

- Demonstrate confidence and self-esteem in listening and thinking and talking about feelings and relationships.
- Recognise that a caring family is one where adults and children show respect and love for each other
- Have the appropriate vocabulary for all the main external parts of the body and develop positive attitudes to bodily functions.
- Understand that humans and other living things move, need food and water and produce young that grow up to be adults.

## **RESPONSIBILITIES**

### ***Governors:***

- Will ensure that there is an effective and up to date school policy in place, in line with DfE requirements and school ethos.
- Will monitor how well the policy is used to plan and deliver the RSE policy.

### ***Parents:***

- will help their child/ren to have the age appropriate skills to develop friendships, play in small and larger groups and participate in school life.
- will work in partnership with school to build on their child/ren's skills so that they enjoy learning, new experiences and are able to make new friendships.

### ***Headteacher will ensure that***

- Staff and Parents are informed about our RSE Policy.
- The Policy is being implemented.
- Parents/Carers are aware that the school recognises the important role and responsibility that parents have as first teachers of RSE.
- Parents are comfortable to discuss any concerns they may have about RSE at Moss Lane.
- Parents/carers are asked to provide further support and assistance when appropriate.
- All staff are well trained to recognise signs of neglect, physical, mental, emotional & sexual abuse, including possibility of Female Genital Mutilation (FGM) and sexual exploitation and to know how to respond to concerns appropriately and promptly. (SRE guidance Gov Link)

### ***Class teachers will ensure that***

- They plan and deliver engaging and effective lessons so that children achieve the outcomes of the RSE policy.
- Take account of this policy and the statutory guidance for RSE when planning and delivering lessons.

### ***All school adults will ensure that***

- Their daily interactions with children model and support the values, attitudes and behaviours promoted by the RSE policy.
- Any questions and observations raised by the children will be dealt with honestly, with clarity and in an age appropriate way in line with this policy.
- They use their discretion and professional judgment in answering questions and will seek guidance, where necessary, from the Headteacher.

- They identify which questions need to be addressed later on or on an individual basis rather than in a classroom situation.
- Their personal belief and attitudes do not prevent the teaching of RSE in line with this policy.

## **Confidentiality**

Staff cannot offer unconditional confidentiality. In cases of suspected abuse or disclosures of abuse the procedure described in our Child Protection & Safeguarding Policy will be adhered to. The subject of sexual abuse will not be specifically included in the curriculum, however all staff will be vigilant.

*This document should be read in conjunction with the DfE SRE Guidelines, EYFS Statutory Framework (PHSE, Physical Development, NC for KS1 Science and PHSCE, our school Science & PHSCE policy and guidelines.*

## Appendix

### **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Sept 2021**

By the end of primary school:

Families and people who care for me

Pupils should know

- 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**

Pupils should know

- 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.

## **Respectful relationships**

Pupils should know

- 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**

Pupils should know

- 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**

Pupils should know

- 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.

**By the end of primary school:**

**Mental wellbeing**

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## **Internet safety and harms**

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
  - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
  - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
  - why social media, some computer games and online gaming, for example, are age restricted.
  - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
  - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
  - where and how to report concerns and get support with issues online.

## **Physical health and fitness**

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

## **Healthy eating**

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.

- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

## **Drugs, alcohol and tobacco**

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **Health and prevention**

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

## **Basic first aid**

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## **Changing adolescent body**

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.