Jordans School

Relationship Policy

Reviewed: November 2026
Next Review: November 2027

At Jordans School we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education has been a part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

Aims of the Relationships policy

All state funded primary schools are required to teach Relationships Education and to have a Relationships Education policy since September 2020.

The aim of this policy is to

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education.
- Help parents and carers to understand Relationships Education and to support them to work with their child to secure the very best outcomes.
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education.

Legal Requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. Health Education is also compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019 – updated for September 2026).
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

To comply with the requirements to have an up to date Relationships policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education.

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups . The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy.

As Jordans School is an Infant School, we are only required to teach the Relationships and Health element of the Relationships and Sex Education framework, however, we will cover 'Being Safe', an aspect of the statutory Relationships Education curriculum which includes learning related to privacy and safeguarding. It is recommended that children are taught the correct names of all body parts and are empowered to say 'no' as part of their learning. We also teach the children about consent in an age appropriate way, e.g. asking for consent before giving someone a hug. This teaching fits well with the school's behaviour expectation of Respect.

Development of the policy

This policy was initially developed by the PSHE lead in consultation with Buckinghamshire Council, the school team, school governors, parents and pupils. It is reviewed annually by the PSHE lead, headteacher and governors, including parent governors. Significant changes will only be made after consultation with the parent community as a whole.

This policy links to the PSHE policy, Child Protection policy, Anti-Bullying policy, Equalities policy and the School Behaviour policy.

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to discuss any aspect of this policy and the provision in school.

Definition of Relationships Education

Statutory Relationships at Jordans School is taught through the PSHE curriculum and is the first stage in teaching pupils what they need to know by the end of their primary education in year 6 as defined by the DfE guidance (See appendix 1).

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family , in school and in the wider community. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their own lives, including online, and how to report any concerns or abuse and where to access help when needed.

The Curriculum

Intent

Why teach Relationships Education?

Relationships Education in schools has been statutory from September 2020. High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return

- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, respect, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, courage, honesty , integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand that the principles of positive relationships also apply online, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse. Are taught the appropriate vocabulary to articulate concerns confidently (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could cause them harm
- Recognise that intimate physical relationships are for adults only.

Implementation

Relationships Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level. Further details can be found in appendix 1.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Outcomes for Relationships Education are defined by the DfE and cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- On line relationships
- Being safe*

*We teach the scientific names of body parts through our science curriculum

We follow the PSHE association's framework to plan the learning systematically across the school.

Our PSHE Knowledge Organiser maps out what is taught, when:

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PSHE & Relationships

The aims for PSHE education are to provide pupils with: Accurate and relevant knowledge; Opportunities to turn that knowledge into personal understanding; Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities; The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils as set out in 'Keeping Children Safe in Education'.



	EYFS	Y1	Y2
Health & Well-Being	Self- Awareness & Confidence Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Confident to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, talk about ideas, Choose the resources they need for their chosen activities. They say when they do or don't need help. Health & Self-Care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently	Aiming High Discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; • discuss what they are looking forward to about next year. It's my Body Explain how much sleep they need; • discuss why exercise is good for them; • understand they can choose what happens to their bodies; • list healthy snacks; • know to ask a trusted adult if uncertain about whether something is safe to eat or drink; • demonstrate hygienic ways to look after their bodies.	Think Positive Identify and discuss feelings and emotions, using simple terms; • describe things that make them feel happy and unhappy; • understand that they have a choice about how to react to things that happen; • talk about personal achievements and goals; • describe difficult feelings and what might cause these feelings; • discuss things for which they are thankful; • focus on an activity, remaining calm and still. Safety First Identify some everyday dangers; • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe.
Relationships	Making Relationships Initiate conversations, attend to and take account of what others say. Explain own knowledge and understanding, and asks appropriate questions of others. Take steps to resolve conflicts with other children, e.g. finding a compromise. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Be Yourself Identify own special traits and qualities; • identify and name common feelings; • select times and situations that make them feel happy; • talk about what makes them feel unhappy or cross; • explain how change and loss make them feel; • understand the importance of sharing their thoughts and feelings. In a TEAM Talk about teams they belong to ; • follow instructions and create a tower by applying good listening; • use key vocabulary and Acts of Kindness Poster to think of ways to show kindness to others; • work in a group to discuss what they could do if they saw others being teased or bullied, • Work as a group to sort thoughts given into helpful and not-so-helpful thought categories. • Sort images of behaviours into good and not-so-good choices.	VIPs Explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation; • identify a way to show others they care. Growing Up Identify some differences between males and females, challenge stereotypes; • identify the body parts that we keep private; • understand the words 'no' and 'stop'; • understand that people's bodies and feelings can be hurt; • identify an adult they can talk to if they are concerned about inappropriate touch; • talk about their own likes and dislikes; • understand that different people like different things; • understand that girls and boys can like different things, or the same things; • describe how they have changed since they were a baby; • understand that peoples' needs change as they grow older; • talk about things they would like to do when they are older; • discuss some changes that people might go through in life.
Living in the Wider World	People & Communities Show interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Money Matters Talk about different sources that money can come from; • identify things they want; • identify things they need; • talk about ways we can keep track of what we spend; • discuss ways they can keep money safe; • talk about ways they keep their belongings safe. Britain identify groups and communities that they belong to; • explain how to be a good neighbour; • pick out things that harm and things that help a neighbourhood; • describe what it is like to live in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British.	One World Talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared. Respecting Rights know that all people have rights; • understand that there are people who protect their rights; • know what to do if they don't feel safe; • talk about what respect means and how to show it; • identify ways in which people can be different; • explain what being fair means; • recognise that making a positive difference in school is important; School Council.

Full knowledge organisers can be found on the school website, on individual class pages. https://www.jordans.bucks.sch.uk/attachments/download.asp?file=51&type=pdf (p.10)

Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. Parents will be kept informed of any arising discussions that are ahead of age expected knowledge. It is important to address a child's curiosity as ease of access to the internet may offer up inappropriate sources of information proving to be more detrimental long-term.

While it is vital to have trust and openness we cannot offer total confidentially to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Impact

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and vice versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and offline, how to keep safe and where to go to seek help.

Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with our child protection policy. Teachers will report any safeguarding concerns to the DSL and share concerns with parents/carers according to the school's safeguarding procedures.

Roles and Responsibilities

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing parental queries.

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE & Relationships education.

Pupils are expected to fully engage with the PSHE & Relationships provision and treat each other with respect.

Monitoring, evaluation and training

PSHE provision will be monitored and evaluated by the PSHE lead, Headteacher and Governors in line with the monitoring cycle agreed by the school. The PSHE & Relationships policies will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national resources and materials, including training, will be made available and in accordance with the school's CPD programme for staff development.

Working with parents and carers (consulting, informing and supporting)

Jordans School works in a strong partnership with parents. This policy was created as part of a consultation and will be reviewed annually, taking into account feedback from all stakeholders.

Parents and carers are only entitled to withdraw their child form designated sex education lessons (not taught at Infant School). Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from.

Appendix 1 DfE descriptors

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary

Appendix 2 – DFE guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.





Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Department for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.