



Wembley
Multi-Academy
Trust

ACHIEVEMENT FOR ALL



RELATIONSHIPS EDUCATION (RED) POLICY

Date reviewed: July 2024

Date of next review: July 2025

Our policy is based on the statutory guidance: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) published in June 2019 (Updated September 2021). We offer all pupils the National Curriculum including requirements to teach science which includes the elements of sex education contained in the science curriculum (which are compulsory).

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education.

1. Coverage and methodology

Relationship Education (RED) involves a combination of sharing information, and exploring issues and values.

Coverage and topics can be found in Appendix A

2. Details of the curriculum covered

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching, based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers, amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education, we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

In brief, Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

Families and people who care for me

Pupils will learn:

- 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 marriage¹ 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 will learn:

- 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 will learn:

- 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.

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

- 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 will learn:

- 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 will learn:

- 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, for example family, school or other sources.

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

These questions will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

3. The Science curriculum overlap

The Science Curriculum is written by a science specialist and respects the content of the National Curriculum.

- Year 2:
 - Notice that animals, including humans, have offspring which grow into adults.
- Year 5:
 - Describe the differences in the life cycle of a mammal, an amphibian, an insect, a bird.
 - Describe the life process of reproduction of some plants and animals.
 - Describe the changes as animals develop to old age.
- Year 6:
 - Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.

4. Cross-Curricular Aspects of RED

Pupils will be supported in developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

5. Roles and responsibilities

5.1 The Board of Trustees

The Board of Trustees approves the RED Policy. The Executive Headteacher is held to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for ensuring that RED is taught consistently across the school, and for considering requests to withdraw pupils from non-statutory/non-science components of RED.

5.3 Staff

Staff are responsible for:

- Delivering RED in a sensitive way
- Modelling positive attitudes to RED
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components.

Staff do not have the right to opt out of teaching RED. Staff who have concerns about teaching RED are encouraged to discuss this with the Executive Headteacher.

The Executive Headteacher lead the PSHE and Science and RED teaching team.

5.4 Pupils

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

6. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education.

As the school only covers sex education that is covered in the science curriculum, then that is also compulsory. If a parent is concerned about the curriculum and wishes to withdraw their child, they should meet with the Headteacher or PSHE co-ordinator to discuss their concerns. Alternative work will be provided to any pupil who is withdrawn.

7. Training

Relevant staff are trained on the delivery of RED as part of their bespoke professional development.

Where necessary, the Executive Headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RED.

8. Monitoring arrangements

The delivery of RED is monitored by S Siddiqui (Executive Headteacher) through the SOW, assemblies and lesson observations.

Pupils' development in RED is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed bi-annually. At every review, the policy will be approved by the Board of Trustees.

Appendix A

	Autumn	Spring	Summer
Reception	PANTS Identify my feelings Coping strategies Describing feelings Facial expressions/body language	My family Special people Sharing I am unique Similarities and differences Friendships	Friendships Being a good friend Celebrating friendships Teamwork Looking after ourselves Safe pedestrian Eating healthily
	Healthy Relationships	Living in the wider world & Connecting with others	Health & Wellbeing
Year 1	Ground rules for discussion Changing and growing up Families Asking for permission PANTS	Friendships Caring for the environment Viewing choices – online safety Learning and playing with others	Health education Dental health Sun safety Mental health Changes and growing up Personal identity (celebrating differences)
Year 2	Ground rules for discussion Friendships PANTS Safe relationships i) Online experiences ii) Harmful people online	Inclusion and belonging Talking about race and racism Defining anti-racism Redefining racism Understanding racial socialisation and stereotypes Unconscious bias Being anti-racist in our actions	Keeping safe at home Emotions Mental Health Embracing change and new challenges (transition to KS2)
Year 3	Ground rules for discussion Families Diverse families Family changes PANTS Giving and seeking permission Personal boundaries	Friendships Talking about race and racism Defining anti-racism Redefining racism Understanding racial socialisation and stereotypes	Health Education Mental Health Personal identity (celebrating individuality and differences) Keeping safe at home
Year 4	Ground rules for discussion PANTS What is kindness Demonstrating kindness Friendship Safe relationships – Online risks	Inclusion and belonging Unconscious bias Being anti-racist in our actions Representation matters Anti-racism -myth busting Money and Work	Health Education Dental Health Physical and emotional changes Medicines and household products Bespoke – (female health – menstruation)
Year 5	Ground rules for discussion Friendships – including others Friendships – positive relationships Online healthy behaviours Appropriate and inappropriate touch Giving and withdrawing consent PANTS	Challenging stereotypes Addressing extremism Belonging The environment Managing online information	Sleep Medicine Mental health Physical development – Puberty
Year 6	Ground rules for discussion PANTS Photo sharing Committed relationships & family life Bullying and its impact Cyberbullying	Challenging stereotypes Addressing extremism Viewing choices Suspicious contact online Money and emotional wellbeing Money – being a critical consumer	Self care Physical and Mental health Building connections Worry and self-regulation Social media Transitioning to secondary school Bespoke lessons – Puberty and Independence