




Callands Primary Academy

Relationships Policy

Ratified: June 2025

Next Review Date: June 2026

Policy Responsibilities and Review

Policy Responsibilities and Review	School
Guidance:	<p>This policy follows:</p> <ul style="list-style-type: none"> • The Department for Education's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.' • PSHE Association Guidance
Related policies:	<ul style="list-style-type: none"> • SEND Policy • Safeguarding and Child Protection Policy • Behaviour Policy • Equalities Policy • Mental Health and Well-Being Policy • Curriculum Manual of Instruction
Review frequency:	Annually
Committee responsible:	Local Governing Committee
Chair signature:	
Changes in latest version:	None

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Definition

Relationship education is about the emotional, social and cultural development of pupils and involves learning about positive relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

We provide relationship education that focuses on teaching the fundamental building blocks and characteristics of positive relationships.

Relationship education is **not** about the promotion of sexual activity. Statutory aspects of sex education are already covered in the science curriculum (see section 4: Curriculum)

Aims

All schools within Warrington Primary Academy Trust teach Relationship Education following guidance from the DfE and the PHSE Association. This ensures that age appropriate learning is mapped into our programmes of study. Key elements are provided in Appendix 1 and 2 for information.

Our aims for Relationships Education are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

The first of our core values is Children First – Everything we do is in the interest of children first and foremost.

Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). While we do not have to follow the National Curriculum, we are expected to offer all pupils a curriculum that is similar, including the elements of sex education contained in the science curriculum. In teaching relationship education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). Relationship education is taught in compliance with the relevant requirements of the [Equality Act 2010 and schools advice](#) and in compliance with the [SEND code of conduct](#).

At Callands Primary Academy, we teach relationship education as set out in this policy.

Curriculum

Our relationship education curriculum is set out as per Appendix 1 and is part of our PSHE curriculum. The curriculum may need to be adapted in response to changes in cohorts and to reflect changes in the wider world. Any changes made will be available on our website.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this

policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will be delivered as a component of the Science Curriculum **only** and pupils will be taught:

Science in KS1: Notice that animals, including humans, have offspring which grow into adults.

Science in KS2: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals, and describe the changes as humans develop to old age.

For more information about our curriculum, see our relationships curriculum map in Appendix 1.

Delivery of Relationship Education

Our Relationships Curriculum shown in Appendix 1 breaks down where RSE elements fit into our PSHE curriculum and how we utilise the PSHE Association's Programme of Study and myHappyMind resources.

Appendix 2 provides further detail of the content for each section:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, Lesbian, Gay, Bisexual, and Trans (LGBT+) parents, families headed by grandparents, older siblings, adoptive parents, 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).

Roles and Responsibilities

Local Governing Body

Callands' Local Governing Body will approve the Relationships Education policy and hold the Headteacher to account for its implementation.

The Trustees

The Trustees Standards Committee will approve the Relationships Education Policy and hold the Local Governing Body to account for its implementation.

The Headteacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils. Only applicable to non-statutory or non-Science sex education.

Key Staff

Headteacher and DSL: Mrs Bentley

PSHE Subject Lead: Mrs Houghton

Curriculum Leads: Miss Whittaker and Mrs Chambers

Safeguarding Lead: Mrs Westwood

Staff are responsible for:

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

PSHE may be taught by all class-based staff. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching relationship education are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in relationship education and, when discussing issues related to relationship education, treat others with sensitivity and understand the importance of equality and respect.

Monitoring Arrangements

The delivery of relationship education is monitored by the Head teacher and other key staff through:

- Monitoring arrangements, such as: planning scrutinies, learning walks and lesson observations
- Pupils' development in relationship education is monitored by class teachers as part of internal assessment systems.
- This policy will be reviewed by Callands Primary Local Governing Body annually.
- At every review, the policy will be approved by Callands Primary Local Governing Body.

Parents' Right to Withdraw

Parents do **not** have the right to withdraw their children from relationships education as high-quality evidence based and age appropriate teaching helps prepare pupils for the opportunities, responsibilities and experiences of life. They can also enable promotion of spiritual, moral, social, cultural, mental and physical development.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE; however, Callands Primary Academy does **not** teach any non-statutory or non-science components of sex education.

We do recognise that the teaching of puberty may illicit strong feelings and some parental concerns. We would welcome any conversations with parents in order to share materials and allay any concerns.

Policy Development

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

- a. Review – by a working group, consisting of staff and governors where all relevant information was considered, including relevant national and local guidance
- b. Staff consultation – all school staff were given the opportunity to look at the draft policy and make recommendations, ask questions or make comments
- c. Parent/Carer consultation – parents/carers were invited to attend a meeting to consider the policy and see example resources and plans and then to give written feedback
- d. Pupil consultation – pupils were asked what exactly they want from their relationship education and proposals were discussed in an age-appropriate way.
- e. Ratification – once amendments were made, the policy was shared with the Local Governing Body for approval.

Pupils with SEND

When planning relationship education, staff must make reasonable adjustments to alleviate disadvantage and be mindful of the SEND code of conduct. Relationship education must be accessible for all pupils. Relationship education teaching must be adapted to ensure accessibility.

Training

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

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationships Education.

Appendix 1 – Long Term Plan

The Relationship Education topics are taught as part of the PSHE program. myHappymind is the main resource used to fulfil the PSHE Association's Programme of Study (PoS). In addition, we complement this with resources from the NSPCC, Project Evolve and some objectives are taught through Science sessions. There are three core themes to the PSHE Association's PoS: **Health and Wellbeing**, **Relationships** and **Living in the Wider World**.

	Autumn	Spring	Summer
EYFS	myHappymind – Meet Your Brain	myHappymind – Appreciate	myHappymind – Engage
	myHappymind – Celebrate	myHappymind – Relate	MyHappybody myHappyrelationships myHappyworld
Year 1	myHappymind – Meet Your Brain	myHappymind – Appreciate Healthy Lifestyles	myHappymind – Engage Shared Responsibilities
	Showing Respect and Managing Hurtful Behaviour myHappymind – Celebrate	myHappymind – Relate Families and Positive Close Relationships	Communities Ourselves Growing and Changing
Year 2	myHappymind – Meet Your Brain	myHappymind – Appreciate Keeping Safe	myHappymind – Engage Safe Relationships
	myHappymind – Celebrate	Media Literacy and Digital Resilience myHappymind – Relate Friendships	Economic Wellbeing Ourselves Growing and Changing – Transition
Year 3	myHappymind – Meet Your Brain	myHappymind – Appreciate Healthy Lifestyles	myHappymind – Engage
	myHappymind – Celebrate	myHappymind – Relate Friendships Families and Positive Close Relationships	Communities Shared Responsibilities Ourselves Growing and Changing – Grief Ourselves Growing and Changing – Transition
Year 4	myHappymind – Meet Your Brain	myHappymind – Appreciate First Aid Media Literacy and Digital Resilience	myHappymind – Engage Keeping Safe
	Showing Respect and Managing Hurtful Behaviour myHappymind – Celebrate	myHappymind – Relate Safe Relationships	Economic Wellbeing Ourselves Growing and Changing – Transition
Year 5	myHappymind – Meet Your Brain	myHappymind – Appreciate Healthy Lifestyles	myHappymind – Engage
	myHappymind – Celebrate	myHappymind – Relate Friendships Families and Positive Close Relationships	Economic Wellbeing Ourselves Growing and Changing – Grief Ourselves Growing and Changing – Transition
Year 6	myHappymind – Meet Your Brain	myHappymind – Appreciate First Aid Drugs, Alcohol and Tobacco Media Literacy and Digital Resilience	myHappymind – Engage myHappymind – Be Your Best
	Shared Responsibilities Showing Respect and Managing Hurtful Behaviour myHappymind – Celebrate Communities	myHappymind – Relate Safe Relationships	myHappymind - Transition

Appendix 2 – Relationships Education Curriculum

Topic	By the end of primary school pupils should know:
Families and Close Positive Relationships	<ul style="list-style-type: none"> • how to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different • about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others • that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart • that a feature of positive family life is caring relationships; about the different ways in which people care for one another • how to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability • how to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
Friendships	<ul style="list-style-type: none"> • about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships • to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face • the importance of seeking support if feeling lonely or excluded • that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them • strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • how friendships can change over time, about making new friends and the benefits of having different types of friends

	<ul style="list-style-type: none"> • that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
Managing Hurtful Behaviour and Bullying	<ul style="list-style-type: none"> • about the impact of bullying, including offline and online, and the consequences of hurtful behaviour • strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support • about discrimination: what it means and how to challenge it
Safe Relationships	<ul style="list-style-type: none"> • about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) • about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns • how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • about seeking and giving permission (consent) in different situations • about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
Respecting Self and Others	<ul style="list-style-type: none"> • that personal behaviour can affect other people; to recognise and model respectful behaviour online • how to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships • about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background • how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with