TOLWORTH SCHOOL
Happy children, successful learners

Tolworth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Relationships Education Policy

Governors' Committee / Responsible Member of Staff	Children, Families and Community Committee / Debbie Haines
Status	Statutory
Review Cycle	Annual
Date written	2020
Date of last review	September 2025
Date of next review	September 2026

PHILOSOPHY STATEMENT

At Tolworth School, we aim to provide children with a variety of skills and strategies, as well as clear, honest information, to enable them to make good choices and build positive relationships at school, at home and in the future. We aim to put in place the key building blocks of healthy, respectful and positive relationships, focusing on family and friendships in all contexts, including online. We want to develop children's knowledge, skills, attitudes and understanding about relationships and to appreciate the benefits of a positive, healthy lifestyle. Our wider PSHE programme of study aims to foster pupil wellbeing, developing resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. We recognise that our families represent many different cultures and home experiences. Whilst it is important that we recognise this diversity, we will promote values that ensure children become able to take responsibility for their own decisions and are aware of the consequences of the choices available.

We will be mindful of the age, personal experiences and maturity of our children and we will present information and respond to their questions simply, factually and appropriately. Any sensitive issues or sensitive questions asked by children regarding sex and sexual relationships will be discussed with their parents/carers and their consent sought before talking to individual children. We will also ensure that any personal views on relationships and sex do not prejudice the impartially of any discussions.

WHAT IS RELATIONSHIPS EDUCATION?

Relationship Education compliment and links closely with Personal, Social and Health Education (PSHE) and involves pupils being taught about what a relationship is, what friendship is, what family means and who are the people who can support them. From early on, our pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, truthfulness and honesty, seeking and giving permission, and the concept of personal privacy. They learn about the features of healthy friendships, family relationships and other relationships which they are likely to encounter. These principles of positive relationships also apply online, so pupils need to be taught about online safety and appropriate behaviour in a way that is relevant to their lives. Pupils learn how to report concerns and seek advice when they suspect or know that something is wrong

WHY TEACH RSE?

The evidence base for Relationships & Sex Education

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why, from September 2020, Relationships Education was made compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

THE RIGHT TO WITHDRAW

Any parent/carer has the right to withdraw their child from sex education but not Relationships or Health Education or those parts of the programme that are covered by the National Curriculum Science. Teachers will inform parents/carers when RSE is taking place in the year group. Parents/carers wishing to exercise this right should write a letter to the class teacher or make an appointment to see the Headteacher or PSHE Co-ordinators (Key Stage 1: Jacqui Franken, Key Stage 2: Maria Baker/Deborah Haines).

AIMS
EYFS/Key stage 1
The aims of relationships education are to enable the children to:

- Support the development of emotionally intelligent and responsible young people to build and maintain positive, cooperative and mutually happy relationships throughout their lives
- Have good communication skills, being both an assertive participant and a good listener
- Have empathy with, and sensitivity to people in all kinds of relationships and of both sexes
- Be clear about their own and others' needs
- Be respectful and tolerant of people with differing beliefs from their own

Key Stage 2:
Our relationship programme aims to prepare young people for a future in which they:

- Have developed positive values and a moral framework that will guide their decisions, judgements and behaviour
- Understand the consequences of their actions and behave responsibly within relationships
- Have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Avoid being exploited or exploiting others

OBJECTIVES
EYFS/Key Stage 1:

- To enable children to recognise and deal with feelings in a positive way and to feel positive about themselves
- To encourage children to recognise that they have choices and how to make sensible choices to improve their well-being
- To equip children with the skills to be able to take part in discussions and debates about issues and to consider social and moral dilemmas that they may come across in everyday life
- To discuss and answer children's concerns and questions appropriately, sensitively, factually and impartially

Key Stage 2:

- To generate an atmosphere where age appropriate questions of a relationship and sexual nature can be asked and answered openly without embarrassment and to ensure trust and confidentiality are ensured
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- To enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and to remain independent decision-makers
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- To enable pupils to understand the process of human reproduction
- To emphasise the role and the value of family life
- To inform pupils of where they can go for further information and advice

VALUES FRAMEWORK

Relationships education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by members of staff who are experienced and have been specifically trained in this aspect of education.

Among the values promoted are:

- Respect for oneself and other people
- Taking responsibility for one's actions in all situations
- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Sensitivity towards the needs and views of others
- To recognise the physical, emotional and moral implications and risks of certain types of behaviour
- To recognise and accept the differences of others

HOW THE OBJECTIVES ARE ACHIEVED

In line with recognised good practice for Relationships Education, our programme will address the three areas:

1. Skills

If Relationships Education is going to be effective, it needs to include opportunities for young people to develop skills, as it can be hard for them to act on the basis of only having information. The kinds of skills young people develop are linked to more general life-skills and will be common to other areas of the PSHE curriculum. For example, being able to communicate, listen, negotiate, ask for and identify sources of help and advice. Effective Relationships Education develops young people's skills in:

- Negotiation
- Making choices based on probable outcomes
- Assertion
- Listening
- Recognising pressures from other people and to how to resist them
- Dealing with and challenging prejudice
- Seeking help from adults - including parents, carers and professionals - through the family, community and health and welfare services
- Differentiating between accurate and inaccurate information
- Discussing an age-appropriate range of moral and social issues and perspectives on sex and sexuality, including different cultural attitudes and sensitive issues like sexuality, abortion and contraception

2. Attitudes and beliefs

Young people can be exposed to a wide range of attitudes and beliefs in relation to sex and sexuality. These sometimes appear contradictory and confusing. Young people are very interested in the moral and cultural frameworks that bind sex and sexuality. They often welcome opportunities to talk about issues where people have strong views. At Tolworth School we are always aware that talking in a balanced way about differences in opinion does not promote one set of views over another, or mean that one agrees with a particular view. Part of exploring and understanding cultural, religious and moral views is finding out that you can agree to disagree.

3. Knowledge and Understanding

Young people get information about relationships from a wide range of sources including each other, through the media including advertising, television and magazines, as well as leaflets, books and websites. Providing

information through Relationship Education is therefore about finding out what young people already know and adding to their existing knowledge and correcting any misinformation, they may have.

Information is also important as the basis on young people can develop well- informed attitudes and views about relationships. In terms of information about relationships, they need to know about what kinds of relationships there are, about love and commitment, marriage and partnership and when appropriate, the law relating to sexual behaviour and relationships as well as the range of religious and cultural views on relationship diversity.

CURRICULUM

Relationships education is covered in the **Early Years Foundation Stage** through *Understanding the World, Physical Development* and *Personal, Social and Emotional* strands of the curriculum. In Key Stage One it is covered in both the Science and the PSHE curriculum which is supported by the PSHE Association, Reflected and Happy Centred School lesson plans.

Whilst Relationships Education forms a part of the Science curriculum, many themes are explored through a range of subject areas including English, Drama and PSHE. The skills element of the Relationships Education curriculum is taught through all subject areas as a normal part of teaching and learning within the school.
Books are available for young people to read in the library illustrating a range of areas of the curriculum and reflecting the relationships of young people today. All such books are carefully screened to ensure their suitability for the age of students and their material.

These are the main themes covered in each key stage which are taken from the DFE statutory guidance on RSE and Health education (2025) The following topics are woven throughout our curriculum

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Nursery:

- Making friends and taking turns
- My family
- Asking for help

Reception:

- Sharing and giving
- Respecting other people's belongings
- Resolving conflict with my friends

Year 1

- Sharing and recognising feelings
- Listening to others
- Identity and belonging
- Friendship and special people
- People who help us

- Similarities and differences

Year 2

- Respecting the needs of ourselves and others
- Similarities and differences between boys and girls
- Human life cycle
- How we care for others

Year 3

- Self-esteem & feeling good
- Similarities and differences between male and female
- Family life
- Friendship
- Recognising bullying / cyber bullying – who to talk to
- Challenging stereotypes
- Safety online / NSPCC PANTS rule

Year 4

- Recognising positive relationships and respect
- Bullying behaviour / cyber bullying – who to talk to
- Growing and changing
- Body changes as we get older
- Changing feelings
- Safety online / NSPCC PANTS rule

Year 5

- Recognising different types of relationships
- Building good relationships
- Recognising bullying / cyber bullying – who to talk to
- Changing bodies and feelings
- Puberty and hygiene
- Understanding menstruation and wet dreams
- Safety online / NSPCC PANTS rule

Year 6

- Recognising healthy and unhealthy relationships
- Recognising bullying / cyber bullying – who to talk to
- Puberty and relationships
- Conception and pregnancy
- Conflict in relationships
- Strategies to deal with negative peer pressure and where to get support
- Safety online / NSPCC PANTS rule

INFANTS

Infant children will learn about:

- Showing sensitivity to others' needs and feelings, and forming positive relationships with adults and other children
- Knowing about similarities and differences between themselves and others, and among families
- Explaining ways of keeping clean (for example by washing their hands and keeping their hair tidy)
- Recognising, naming and comparing parts of the body including agreed names for sexual parts of the body. *(Children will often suggest these when asked to give names for body parts. Teachers will accept these and give any age appropriate factual information needed to clarity any misunderstanding. Scientific names may be given as well as 'family' names. e.g. willy/penis)*
- Learning that males and females together create young of the same species and that the young grow into adults. *(Sometimes children will offer information they already have during class discussions. Such contributions are responded to factually and clearly either to confirm or clarify what is being said)*.

In PSHE we teach issues of relationships and making positive choices in our relationships, which supports the Relationships Education programme. We use specific unit themes and circle times to enable children to learn about and deal positively with relationships that they form in their lives. This includes:

- Recognising similarities and differences between themselves and others and treating others sensitively
- Identifying and sharing their feelings with others
- Being aware that their feelings and actions have an impact on others
- Developing empathy and personal and social skills for dealing with emotions and relationships
- Making positive friendships, talking with them and sharing feelings
- Why families and friends are special and are for caring and sharing
- Understanding that they have developing control over their actions and their bodies
- Recognising safe and unsafe situations and the basic rules for safe places to play and safe people to be with and for keeping themselves safe and healthy
- Using simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk
- Identifying and being able to talk with someone they trust

'Families' are defined as 'the people who love you and take care of you.' This can include members of an extended family; foster carers, adoptive parents, step-parents as well as aunts, uncles, grandparents etc. We will talk about marriage and the promises that adults can make to each other but we will also discuss the fact that many parents do not marry or are separated or divorced. We will explain to children that there is a great diversity in the make-up of families and that all families are different but that one family make up should not be valued more than another. We will stress the importance of mutual respect and trust within all kinds of relationships, of the quality of interactions within relationships and what this means in practice. We recognise the importance of developing children's confidence and self-esteem and children will also be taught to take and share responsibility and make real and positive choices in life.

Consent

Consent is taught as part of our PSHE curriculum and links to relationship education. The children are taught what consent means and in simple terms it involves giving permission. More broadly speaking, it is an agreement that is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement. Signs of consent indicate that a person clearly wants to engage in the activity and actively demonstrates this verbally and/or through their body language. There should be no ambiguity or confusion about whether consent is given ('not saying no' is not giving consent). The foundations of this

learning must begin in early childhood. This will help to ensure young people acquire the knowledge, understanding, skills and attributes they need to manage seeking, giving, not giving, and withdrawing consent in all possible contexts, including within relationships. ***(PSHE Association guidance on planning and teaching statutory PSHE education content effectively)***

The teaching of consent runs through our PSHE curriculum as follows:

KS1

- **Asking for permission** - saying why we should ask for permission in different situations *e.g. borrowing toys, using equipment and when touching someone else i.e. holding hands*. How to ask for permission, give permission and how to not give permission.

KS2

- **Giving and seeking permission** - identify situations where permission needs to be given *e.g. borrowing something, playing a game, giving someone a hug.* Giving examples of how to ask for, give and not give permission. Explain why giving permission is important in different situations.
- **Personal boundaries** – explain what is meant by personal space and personal boundaries. Explain how boundaries might be different for different people and different situations. Identify what might make someone feel uncomfortable and what they can do and who they can talk to for help and support.
- **Appropriate and inappropriate touch** – Identify differences between appropriate and inappropriate touch *e.g. hugging, rubbing back or arms, pinching, kicking*. Explain strategies for responding to physical contact that we do not want. Identify who to tell and what to do if any physical contact makes us feel, unsafe, uncomfortable or worried.
- **Bodily autonomy** – helping children understand that they get to decide what happens to their body. Understanding that everyone is different and has the right to decide what makes them uncomfortable or comfortable. Being confident to say when they are uncomfortable and who can help them if they need support.

WHOLE SCHOOL ETHOS

Many of the areas covered by the RSE programme ***(see Appendix 1 for a full outline)***, such as respect for individuals and self, are demonstrated throughout the school. These form part of the Whole School Ethos, which seeks to present pupils with positive role models through:

- Management of behaviour
- Marking policy
- School environment
- Display
- Lunchtime Management PSHE lessons and circle time
- Assemblies
- Visitors
- Relationships with pupils

TEACHING AND LEARNING APPROACHES

Relationship Education can raise sensitive and controversial issues as well as the disclosure of issues of child protection. We encourage children not to keep secrets that involve situations where they feel uncomfortable or unhappy and we would further explore any individual situation if a child discloses any information about abuse. We explain to children that we need to tell someone who can help if it is a secret that is making the child unhappy. These must always be promptly recorded in writing and discussed with the designated safeguarding lead (Rachel Nye).

It is paramount that Relationships Education happens in a safe, secure environment where sensitive issues can be discussed. Children need to be engaged in their own learning and see its relevance to their lives and their emotional, mental and physical wellbeing. Teachers will not talk about their own experiences or those of named others, as this can be inappropriate and unhelpful for both children and teaching staff. During circle time discussions, the rules of circle time and confidentiality should be made clear and agreed on. Children should be aware that they can ask the teacher for 'bubble time' (a private time to talk to the teacher); they can ask for this in person or write a request in the class 'think box'.

We will encourage children to develop the vocabulary and confidence to express feelings and emotions and to respond to others confidently and assertively. We will use a range of participatory approaches including group work, role play, circle times, drama and discussions and debates as well as more formal teaching styles. We will also use outside agencies including the school nurse and theatre in education groups to support children's learning and understanding.

JUNIORS

In the Juniors, Relationships Education is delivered using a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. It is important that the transition phase before moving to secondary school supports our pupils' ongoing emotional and physical development effectively. For this reason, our Relationships Education programme is tailored to suit the age, physical and emotional maturity of our pupils. We want to prepare our girls and boys for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science – to learn how a baby is conceived and born. The curriculum is taught in a cross-curricular way, where appropriate. Where the objectives do not fit into other areas of the curriculum, Relationships Education may be taught explicitly. This includes use of videos, posters, leaflets, books, the internet, brainstorming, small group discussion, art and display work, case studies, role play, guest speakers from the School Health Team, debates, pupils carrying out their own research etc. Agreed ground rules will be displayed for everyone to see during lessons. Ground rules will also be periodically reviewed to evaluate how well the group is working and changed if necessary. Pupils are discouraged from naming names or directing personal questions to their peers or adults.

Differentiated learning

Staff planning and delivering lessons always consider differentiated learning when choosing activities. Pupils will have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties. Differentiated learning can be in terms of:

- Outcome – a task for all which the group can achieve at their own level
- Extension of activities – for example, a group which has finished first can be given a further activity to increase their understanding
- Support on the task, for instance an extra member of staff to read out instructions
- Different resources – active learning techniques allow the teacher to manage more than one activity at a time
- Grouping by ability – this may be by ability or by mixed ability

Who delivers?

Relationships Education is best led by class teachers and other identified staff members, as well as the School Nurse Team. Teachers develop relationships with pupils and are accessible on an ongoing basis to follow up any questions they subsequently have.

'Visitors should complement but never substitute for or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons'.
DfEE 'Sex and Relationship Education Guidance', 2000.

RESOURCES

We keep Infant resources for PSHE in the staffroom. Junior resources are located in the PSHE Co-ordinator's classroom.

SUBJECT LEADERS' RESPONSIBILITIES

Our subject leaders for PSHE are responsible for monitoring the standards of children's work and the quality of teaching. Our subject leaders support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school including appropriate INSET sessions.

THE ROLE OF PARENTS/CARERS

The most effective Relationships Education acknowledges the different contributions a range of agencies and settings can make. Schools programmes which involve parents/carers, notifying them what is being taught and when, can support the initiation of dialogue at home. Parents/carers and schools both need to engage with young people about the messages that they get from the media, and give them opportunities for discussion. Therefore parents/carers will be informed and supported to understand the programme delivered at Tolworth School and the part parents/carers can play in this.

Different settings provide different contexts and opportunities for Relationships Education. At home, young people can easily have one-to-one discussions with parents/carers which focus on specific issues, questions or concerns. They can have a dialogue about their attitudes and views. Sex education at home also tends to take place over a long time, and involve lots of short interactions between parents/carers and their children. Healthy Schools have an important role to play in helping and supporting parents/carers to talk to their children and we do so by providing workshops, a resource and video library and information and guidance.

CONFIDENTIALITY

This should be linked to the school's broader policy on confidentiality. Staff should reassure students that their interests will be maintained, encourage them to talk to parents/carers, ensure that students know that teachers cannot guarantee complete confidentiality but that students will know first if it must be broken and should ensure that students are informed of sources of confidential advice. Personal and family issues may arise through the discussion of PSHE topics. These will be treated in confidence by all staff involved in discussions. If staff have any cause for concern then they must always promptly record the concerns in writing and discuss them with the designated safeguarding lead (Rachel Nye).

CHILD PROTECTION

This should be linked to the school's broader policy on safeguarding and child protection. Effective Relationships Education may often bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. Teachers must be aware of any pupil in the class who has been subject to child protection issues which may make it difficult for the child or render their contributions too sensitive. These should be discussed with the designated safeguarding lead (Rachel Nye – Headteacher)

or in her absence the Children and Families Coordinator (Linda Jackson) and actions to support the child/teacher agreed prior to the unit being taught.

DEALING WITH QUESTIONS

- Clear parameters of what is appropriate and inappropriate will be established within the ground rules and personal questions will not be answered
- If a teacher doesn't know the answer to a question this will be acknowledged and the teacher or visitor will get back to the pupil/s with the answer when they have found out more
- If a question is too explicit, is not age inappropriate for the student or the whole class or raises concerns about sexual abuse then it should be acknowledged with a promise to attend to it later on an individual basis
- If a question is raised that alerts a member of staff that a pupil is at risk of abuse, the school's safeguarding and child protection procedures should be followed

ASSESSMENT, RECORDING AND REPORTING

Teachers will assess what the pupils know and understand in accordance with the EYFS and National Curriculum. We also use a range of formative and summative assessment techniques at the beginning and end of each relevant topic, these may include mindmapping, hot-seating, children's drawings and writings and comments from children's discussions during circle times or role play activities.

EQUAL OPPORTUNITIES AND INCLUSION

We want all children to have a healthy and positive view of their relationships, their bodies and themselves and to know that they can take some responsibility in developing and sustaining positive relationships and a positive view of themselves. Whilst being sensitive to families differing cultural and life experiences, we would challenge, through discussion at differing and reference to others feeling, stereotypical views about, gender, families, marriage and sexual orientations. We will use a range of good quality resources that reflect a wide range of cultures, family groups and life experiences.

Appendix 1: areas covered by RSE programme

By the end of Key Stage 2 pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their opinions positively
- Identify adults they trust and who they can ask for help
- Be self-confident in a wide range of new situations such as seeking new friends
- For opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote their own mental health and well being of others
- See things from other people's viewpoints, for example their parents/carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example, in relation to gender
- Recognise the pressure of unwanted physical contact and know ways of resisting it

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction
- The main stages of the human life cycle
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why it is unacceptable
- About and accept a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view including their parents/carers
- Why being different can provoke bullying and why it is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships

Appendix 2: The Law and Guidance in relation to RSE (DfE Guidance)

Relationships Education, Relationships and Sex Education (RSE) and Health Education
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers April 2019