Booker Avenue Infant School

Relationships Education Policy

2026-28

Aims:

The aims of Relationships Education at our school are to:

- To provide a framework in which sensitive discussions can take place
- To enable pupils to thrive as individuals and as members of society
- To create a positive culture around issues of sexuality and relationships
- To provide children with the skills and correct vocabulary to build and maintain good, healthy relationships, manage emotions, describe their bodies and communicate effectively in a range of different situations
- To equip pupils with accurate, relevant knowledge to live healthy lifestyles including managing and maintaining their physical, mental and emotional health
- To give them an understanding of the importance of health and hygiene

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Booker Avenue Infants we teach Relationships Education as set out in this policy.

Moral and Values Framework

The Relationships Education programme reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Curriculum

Relationships Education is taught in a cross curricular manner, through Science topics, daily assemblies, circle time and PSHE.

It is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects are taught within the science curriculum, and other aspects are included in religious education.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

As an Infant School we are constantly reinforcing the school ethos and encouraging the children to show respect for themselves and others. It is normally delivered by class teachers in mixed gender groups; active learning methods which involve children's full participation are used. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the work in school for example Barnardo's or the school nurse.

Our curriculum is set out as per the Curriculum Map for PSHE but we may need to adapt it as and when necessary.

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.

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, LGBT parents, families headed by grandparents, 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).

Specific Issues within Relationships Education Withdrawal

Parents and carers do not have the right to withdraw their children from the relationships education provided at school.

Parents have a right to withdraw their children from any non-statutory or non-scientific components. There are no non-statutory or non-scientific elements to our Relationships Education Curriculum.

Child Protection

The school has a separate Child Protection Policy. Effective Relationships Education may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection lead who may confer with the head teacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Controversial and Sensitive Issues

Staff are aware that views around Relationships Education related issues are varied. However, while personal views are respected, issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions Both formal and informal

Questions arising from pupils are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Equal Opportunities

This school is committed to working towards equal opportunities in all aspects of school life. All resources will support this commitment.

Training

Staff are trained on the delivery of Relationships Education as part of their induction and it is included in our continuing professional development calendar.

Visitors from outside the school may be invited in, such as school nurses, to provide support and training to staff.

Monitoring

Is undertaken by Planning scrutiny, learning walks, Senior Management Team Meetings, Year Group Meetings

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every 2 years.