



RELATIONSHIPS POLICY

Introduction

This document was reviewed during the Autumn term 2025

This policy will next be reviewed in the Autumn term 2027

The importance of Relationship education

Our personal, social and emotional health education (PSHE) programme promotes children's personal, social, emotional and economic development as well as their health and wellbeing. It helps give children the knowledge, skills and strategies that they need to lead confident, healthy and stable lives and to become informed, active and responsible citizens.

One of the main components to our PSHE programme at Prior Park Primary School are relationships.

Aims:

At Prior Park Primary School the aims of our Relationships education (RSE) are as follows:

- Provide a framework in which sensitive discussions can take place
- To allow pupils to understand the importance of health and personal hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

At Prior Park Primary School we consider Relationships Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

These aims complement those of the Science curriculum and Northumberland RE syllabus in KS1 and KS2.

Statutory requirements

All statutory requirements are met through our PSHSE curriculum and our science curriculum. Please see the overview below.

Government guidance documents

If you would like more information or to read any policies we adhere to within school they can be found below:

- Keeping Children Safe in Education
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years
- The Equality and Human Rights Commission Advice and Guidance



• National Citizen Service guidance

Parents

We are aware that the primary role in children’s RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about the school’s RSE policy and practice; this includes informing parents by letter or email as well as providing online planning that can be accessed at any time.
- Answer any questions that parents may have about the RSE of their child
- Be considerate and adapt our practice to encapsulate any religious beliefs surrounding relationships
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in our school

Parents **do not** have the right to withdraw their children from the compulsory statutory relationship education provided within our school.

Organisation and Provision in our school

Relationship education will be taught as part of our PHSE curriculum within our school. The ethos surrounding building meaningful and positive relationships is woven into our everyday life in school through our school rules, our rewards and behaviour systems as well as within all the subjects taught within our school.

Relationship education within Prior Park Primary School is an inclusive programme for all of our pupils, class teachers if required will tailor aspects to incorporate the needs of our SEN(D) pupils.

Sex education is **not compulsory** in primary schools. At Prior Park Primary School we teach any sexual health or body functions through our science curriculum. We only cover age appropriate compulsory science aspects of sexual health education.

Subject content:

	Relationships	Science	Physical health and mental wellbeing
Nursery & Reception (ELG are usually continuous)	Communication and Language Understanding Self-confidence and self-awareness Managing feelings and behaviours People and communities Being imaginative.	Understanding of the world Technology Exploring and using media Being imaginative.	Moving and handling Health and self-care Self-confidence and self-awareness Managing feelings and behaviours Being imaginative.
Key stage 1 – Year 1 and Year 2	Relationship unit of PHSE – see policy for more details.	Body parts including penis and vagina. Body parts that are associated with senses. Changes to our bodies as we grow.	Health & Wellbeing unit of PHSE – see policy for more details.



		Gender identification through physical appearance. Importance of hygiene.	Please see appendix 1 for more detail on mental health.
Key stage 2 – Year 3 and Year 4	Relationship unit for PHSE – see policy for more details.	Body parts including penis and vagina – external and internal reproductive organs. Digestive system. Changes to our bodies as we grow. Gender identification through physical appearance. Importance of nutrition and exercise identify that humans and some other animals have skeletons and muscles for support, protection and movement. Teeth. Food chains – producers, predators and prey. Importance of hygiene including transmission of viruses and bacteria.	Health & Wellbeing unit of PHSE – see policy for more details. Please see appendix 1 for more detail on mental health.

Monitoring and evaluation

The recording of PSHE is recorded by class teachers. We record comments, observations and take photographs which can be seen on observation sheets, floor books and sometimes (where appropriate and with consent) on our school website.

Summative assessments will be undertaken by class teachers at the end of each unit. Throughout this academic year we will be developing a whole school assessment format within PSHE.

Appendix 1

Mental Health and wellbeing.

By the end of Primary school children should know...

Mental wellbeing:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.



- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms:

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.



- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention:

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic first aid:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.



Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.