

OUR MISSION STATEMENT:

**“PASSIONATE ABOUT CELEBRATING
LEARNING, ENJOYMENT AND
ACHIEVEMENT FOR ALL”**



RELATIONSHIPS EDUCATION POLICY

ADOPTED BY GOVERNORS ON: May 2022

REVIEWED: Summer Term 2025

SIGNED (CHAIR OF GOVERNORS):

REVIEW DATE: Summer Term 2026

What is Relationships Education

Relationships Education is teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Legal and Statutory Requirements

This policy has been developed in line with the statutory guidance “Relationships Education, Relationships and Sex Education (RSE) and Health Education” (DfE, 2019) and updated guidance published in July 2025, which becomes statutory from September 2026. It reflects the requirements of the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

Relationships Education is compulsory for all pupils in primary education. At Tiverton School, we recognise the importance of this subject for our pupils, many of whom have additional vulnerabilities due to their special educational needs and disabilities (SEND). Our approach is designed to be accessible, inclusive, and responsive to individual developmental stages, ensuring that every child receives high-quality RSHE that supports their safety, wellbeing, and preparation for life.

Health Education is also statutory and includes topics such as puberty, menstrual wellbeing, and emotional health. These are delivered through our PSHE curriculum, adapted to meet the needs of pupils with a wide range of learning profiles.

Sex Education in primary schools remains non-statutory, except for the elements required in the science curriculum (e.g., naming external body parts, life cycle changes, and reproduction in plants and animals). However, the DfE recommends that all primary schools provide age-appropriate sex education to prepare pupils for adolescence. At Tiverton, we follow this recommendation, ensuring content is developmentally appropriate, safeguarding-focused, and taught in a way that promotes confidence and understanding.

Key Principles for Tiverton School

- **Personalisation:** RSHE is adapted for pupils with SEND, using visual supports, simplified language, and practical strategies to ensure understanding.
- **Safeguarding:** We prioritise teaching correct anatomical terms (e.g., penis, vulva) to support body confidence and protect pupils from harm.
- **Vulnerability Awareness:** Many of our pupils are more vulnerable to exploitation, bullying, and online risks. RSHE at Tiverton addresses these areas explicitly.
- **Family Diversity:** We teach respect for all families, including same-sex parents, foster and adoptive families, and kinship carers.
- **Mental Health:** Our curriculum includes emotional regulation, resilience, and understanding feelings, with additional support for pupils experiencing grief, loss, or anxiety.
- **Online Safety:** We cover safe use of technology, recognising harmful content, and understanding risks such as online grooming and financial exploitation.
- **Transition Support:** Preparing pupils for the physical and emotional changes of adolescence is a core focus, delivered gradually and sensitively.

Implementation and Parental Engagement

- RSHE is taught by trained staff in a safe, supportive environment, with clear ground rules and safeguarding protocols.
- Parents are fully informed about RSHE content and resources. We work in partnership with families to ensure transparency and trust.
- While parents retain the right to withdraw their child from non-statutory sex education, we encourage dialogue to ensure decisions are informed and in the child's best interests.

Intent:

From September 2026, Relationships Education and Health Education remain compulsory for all primary pupils.

At Tiverton School, we embrace this statutory requirement and deliver it through a highly adapted PSHE curriculum that meets the diverse needs of our pupils with special educational needs and disabilities (SEND).

Our curriculum is designed to promote the spiritual, moral, cultural, mental, and physical development of every child, while preparing them for the opportunities and challenges of life in a modern, digital world. We recognise that many of our pupils require concrete, practical learning experiences, visual supports, and repetition to embed understanding. Lessons are structured to be inclusive, accessible, and paced appropriately, ensuring pupils feel safe and supported.

The aim of Relationships Education at Tiverton is to help pupils develop healthy friendships and positive relationships in ways that reflect their developmental stage. Our objectives include:

- Building communication skills, including the use of augmentative and alternative communication (AAC) where needed.
- Supporting pupils to recognise and express feelings and emotions safely.
- Teaching personal safety, including understanding private and public behaviours.
- Promoting self-esteem, confidence, and independence in social situations.

Relationships Education is not limited to biological facts. It helps pupils develop self-awareness, responsibility, and respect for others, while learning about diversity in an inclusive and non-judgemental way. We teach correct anatomical terms (e.g., penis, vulva) to support safeguarding and body confidence.

All pupils at Tiverton have a right to Relationships Education at a level appropriate to their developmental needs, regardless of ability, gender, or faith.

Relationships Education forms part of the three core themes of PSHE:

- **Health and Wellbeing**
- **Relationships**
- **Living in the Wider World**

Our intent is to equip pupils with the knowledge, understanding, and practical skills they need to navigate everyday life, with particular emphasis on:

- Building and maintaining friendships
- Recognising unsafe situations and knowing how to seek help
- Communicating effectively with trusted adults and peers
- Developing resilience and emotional regulation
- Understanding consent and personal boundaries in simple, clear terms

Through Relationships Education, pupils will learn to:

- Form and maintain positive friendships
- Recognise and respond to risks, including online risks
- Communicate needs and feelings using appropriate methods
- Build confidence and self-respect
- Demonstrate safe, positive, and responsible behaviours

Implementation

The Relationship Education content is included within the PSHE curriculum at Tiverton. The curriculum is a progression of skills, rather than specific KS1 & KS2 coverage. The main aims of the PSHE curriculum are to develop kindness, integrity, generosity, honesty, wellbeing, resilience, character, happy, successful, and productive members of society. There should be belief that pupils can achieve goals, both academic and personal, stick to tasks that will help them achieve those goals and recover from setbacks.

The PSHE key areas:

- Self-Awareness
- Self-care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I Live In

The Relationship Education content below is integrated throughout the above 6 PSHE areas in a progressive way:

- special and important people in their lives
- similarities and differences
- feelings and emotions
- friendship and fairness
- different families
- co-operation and teamwork
- communicating effectively with others
- bullying behaviours
- different types of families and loving relationships
- who their support network consists of
- healthy and unhealthy relationships
- dares, risks and peer pressure
- personal boundaries and secrets
- techniques for resolving dispute
- collaboration
- compromise and sharing responsibilities
- consequences of our actions

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, LGBTQ 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).

Assessment/Recording/Reporting Arrangements

Pupil progress is formatively assessed, informing the teacher of the next stage of learning and to help to ensure an appropriate level of differentiation. Evidence of pupils' achievement is collected within the area of PSHE/SMSC through a variety of means such as, Witness Statements, annotated work and photographs across the key stages through:

- Learning journals/subject books
- Evidence for Learning assessment
- Display

Relationship Education and PSHE themes are also embedded across other curriculum areas to ensure that they are taught in a functional and naturally occurring way, these include *science, PE, Thrive & computing*.

Parents and Carers are kept informed of their child's progress through:

- Annual Review meetings
- Parent and Carers evening (Autumn and Summer Terms)
- Class Dojo
- End of Year Reports
- Parent Conversations

Impact

Pupils at Tiverton School are supported in their personal development through the purposeful, sensitive, and effective teaching of essential skills and understanding which enable them to develop qualities and strategies that will equip them in readiness for a happy and rewarding transition into adulthood.

This policy will be reviewed annually by the Governing Body who will monitor the application and outcomes of this policy to ensure it is working effectively.

Safeguarding

At the heart of the delivery of Relationship Education and PSHE at Tiverton School there is a focus on keeping children safe and preventative education. Our PSHE curriculum focuses on positive relationships and supports pupils to recognise when they do not feel safe and who to speak to, to avoid exploitation, coercion and radicalisation.

Our good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Pupils are made aware of how to raise their concerns and who they can talk to if they feel unsafe. This also includes processes when they have a concern about a friend or peer.

External agencies will be made aware of the school safeguarding reporting process before delivery of any sessions with pupils.

Working with parents/carers

Tiverton School is committed to ensuring that Relationships Education is appropriate to the age and stage of pupils and compliant with the requirements of the Equality Act 2010.

- We will keep parents informed of changes to the Relationship Education curriculum and policy.
- We will answer any questions raised by parents/carers about the Relationship Education curriculum

We firmly believe that, in working together as a school community children will benefit from being given consistent messages about their emotional and physical development, increasing responsibilities and help prepare them for the future.

Roles and responsibilities

The Governing Body:

The governing body will approve the Relationship Education policy, and hold the school to account for its implementation.

The Headteacher:

The Headteacher is responsible for ensuring that Relationship Education is taught consistently across the school, and that the policy is implemented effectively. It is also the Headteachers responsibility to ensure members of staff receive sufficient training so they can teach effectively and appropriately.

Staff:

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring and recording progress
- Responding to the needs of individual pupils
- Understanding the importance of promoting Relationships Education throughout all aspects of pupil's school day not just in isolated lessons

Staff do not have the right to opt out of teaching Relationship Education. Staff who have concerns about teaching Relationship Education are encouraged to discuss this with the Deputy Headteacher, (Curriculum Lead)

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered later.

Pupils:

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

Training

- Staff are supported in the delivery of Relationship Education and training is included in our continuing professional development calendar.
- The Deputy Headteacher (Curriculum lead) may also invite visitors from outside the school, to provide support and training to staff teaching Relationship Education.

Monitoring and arrangements

- The delivery of Relationship Education is monitored by SLT and the PSHE co-ordinator, through Quality Assurance monitoring and evaluating processes.
- Pupils' development in Relationship Education is monitored by class teachers as part of our school assessment systems.