	With God we grow to live life in all its fullness	
Relationship Policy	**Issued**: October 2026	**Issued by** T Howarth - Headteacher
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Feckenham CE Primary School

RELATIONSHIP POLICY

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Date Approved By Governing Body:		
Signed Headteacher:		Jeannette Little
Signed Chair of Governors:		Julie Grieve
Review Date:	March 2024	

"With God we grow to live life in all its fullness"

Wisdom: *"Blessed are those who find wisdom"* Proverbs 3:13

Hope: *"May the God of hope fill you with joy and peace"* Romans 15:13

Dignity: *"Let the children come to me, for the kingdom of heaven belongs to such as these"* Matthew 19:14

Community: *"Live in harmony with one another"* Romans 12:16

Safeguarding and Promoting the Welfare of Children is Everyone's Responsibility

In line with the Government's statutory guidance on Relationships Education for primary pupils, Feckenham CE Primary School ensures there is a focus on the fundamental building blocks and characteristics of positive relationships, including friendships, family relationships and relationships with other children and adults.

Understanding the difference between positive relationships and harmful relationships helps pupils recognise when they may be at risk of mental or physical harm and gives them the confidence and courage to seek help and support.

The purpose of this policy reflects:

- the desire for all our pupils to understand what healthy relationships and friendships look like so they are better equipped to recognise less positive encounters;
- the need for all children to understand positive relationships online, including how personal information and data is shared and used;
- that families come in many forms and provide a nurturing environment for children (discussions around family make-up will reflect the need for sensitivity as some children may have different structures of support, including looked after children or young carers);
- the desire for pupils to develop resilience, perseverance and an understanding of self-respect and self-worth;
- the need for pupils to be taught about positive emotional and mental wellbeing;
- the need for pupils to recognise and report abuse, including emotional, physical and sexual abuse, including abuse which takes place online;
- the desire for pupils to know how to report concerns and seek advice when they suspect or know something is wrong.

By the end of the primary phase, children should have had the opportunity to develop their understanding of the following areas.

Families and People Who Care for Me

Pupils will be taught through PSHE, RE, the school's Values programme and school assemblies:

- that families are important for children growing up because they can give love, security and stability;
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;

- that stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up;
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

Caring Friendships

Pupils will be taught through PSHE, the school's Values programme and school assemblies:

- how important friendships are in making us feel happy and secure, and how people choose and make friends;
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;
- that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded;
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, and how to seek help or advice when needed.

Respectful Relationships

Pupils will be taught through PSHE, Computing, the school's Values programme and school assemblies:

- the importance of respecting others, even when they are very different from them (for example physically, in character, personality or backgrounds) or have different preferences or beliefs;
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- the conventions of courtesy and manners;
- the importance of self-respect and how this links to their own happiness;
- that in school and in wider society they can expect to be treated with respect by others and that in turn they should show respect to others, including those in positions of authority;
- about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders and how to get help;
- what a stereotype is and how stereotypes can be unfair, negative or destructive;
- the importance of permission-seeking and giving in relationships with friends, other children and adults.

Online Relationships

Pupils will be taught through age-appropriate Computing and PSHE lessons:

- that people sometimes behave differently online, including by pretending to be someone they are not;

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous;
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met;
- how information and data is shared and used online;
- how to recognise that not all online content is accurate or genuine, including content that may be generated or altered using artificial intelligence (AI), and what to do if they encounter something online that makes them feel worried or unsafe.

Being Safe

Pupils will be taught through PSHE, Computing and whole-school assemblies:

- what sorts of boundaries are appropriate in friendships with other children and others, including in a digital context;
- about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;
- that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact;
- how to respond safely and appropriately to adults they may encounter in all contexts, including online, whom they do not know;
- how to recognise and report feelings of being unsafe or feeling bad about any adult;
- how to ask for advice or help for themselves or others and to keep trying until they are heard;
- how to report concerns or abuse and the vocabulary and confidence needed to do so;
- where to get advice, for example from family, school or other trusted sources

Managing Difficult Questions

Primary-aged pupils will often ask questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.

At Feckenham CE Primary School, staff will, where appropriate, offer honest and age-appropriate responses if questions arise from Relationships Education provision.

Specific questions that would not normally be discussed within Relationships Education will be handled sensitively and in a manner appropriate to the age and understanding of the child asking the question.

Sex Education (Primary)

The Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance makes Relationships Education compulsory in all primary schools. Sex Education is not compulsory in primary schools.

The National Curriculum for Science and PSHE includes subject content in related areas, such as:

- the main external body parts;
- the human body as it grows from birth to old age, including puberty;
- reproduction in some plants and animals.

However, it is important that the transition to secondary school supports pupils' ongoing emotional and physical development effectively.

At Feckenham CE Primary School, we believe pupils should receive a sex education programme tailored to their age and physical and emotional maturity. This prepares children for the changes that adolescence brings (PSHE) and, drawing on the human life cycle taught in Science, supports understanding of how a baby is conceived and born.

We will consult with parents and carers before the final year of primary school regarding the detailed content that will be taught. This process will include supporting parents in talking to their children about sex education and understanding how learning in school complements discussions at home.

Teaching will take account of the developmental differences of children.

At Feckenham CE Primary School, we respect parents' right to withdraw their child from non-statutory Sex Education. Parents cannot withdraw their child from content that forms part of the National Curriculum for Science.

We will ensure that teaching materials are appropriate to the age, stage of development and religious backgrounds of our pupils. We also recognise the significance of SEND and any additional needs.

Roles and Responsibilities

Governors

The Governing Body will monitor the ongoing implementation of this policy and ensure that statutory requirements are met.

Headteacher

The Headteacher will:

- ensure Relationships Education is taught consistently across the school;
- support staff delivering the curriculum;
- manage requests to withdraw pupils from non-statutory elements of Sex Education where appropriate.

Staff

Staff are responsible for:

- delivering Relationships Education;
- monitoring pupil progress;
- responding to the individual needs of pupils;
- responding to parents' and carers' questions;
- directing requests regarding withdrawal from Sex Education to the Headteacher.

Monitoring and Assessment

Relationships Education is monitored by the Headteacher and PSHE Leader. Monitoring may include:

- learning walks;
- pupil voice;
- work scrutiny;
- lesson observations.

Monitoring outcomes are used to review provision and support continual improvement.

Related Policies

This policy should be read in conjunction with:

- Behaviour and Relationships Policy
- Safeguarding Policy
- Online Safety Policy
- Anti-Bullying Policy
- PSHE Policy