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EAST MORTON CE PRIMARY SCHOOL
Relationships Education Policy

Relationships Education Policy

School Vision:

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

School Values:

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

Aim

The aim of relationships education at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.

Relationships education is not about sexual relationships.

Our relationship education supports our school vision, ensuring that everyone is valued and everyone has a chance to flourish in the security of God's love.

Policy development

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance
2. Staff consultation – staff have the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers are invited to review the draft policy and/ or attend an RSE drop-in session to discuss the policy, look at examples of resources, and make suggestions
4. Pupil consultation – pupils have discussions with leaders about what they would like to learn and gain their opinion on the content
5. Ratification – once amendments are made, the policy will be shared with governors and ratified

Statutory Requirements

Relationships education is compulsory in primary schools, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools and therefore sex education will not be covered unless safeguarding concerns determine otherwise.

Health education, which is statutory in state funded schools, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty. Parents will be informed in advance of puberty sessions. (For more information about health education, please refer to the PSHE policy)

Delivery of relationships education

Relationships education is inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It is respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils are supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment reflects, values and celebrates the diversity of friendships and relationships. Lessons are delivered by school staff.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of Year 6, under a series of themes. The statutory content, for relationships education, as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

Families and people who care for me

- Families are important for children growing up because they can give love, security and stability
- 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

- 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
- 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
- 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

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices 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
- In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) 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, peers and adults

Online relationships

- People sometimes behave differently online, including by pretending to be someone they are not
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- 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

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- 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 e.g. family, school and/or other sources

At East Morton, we cover these five themes through our curriculum resources from Coram Life Education's 'SCARF' programme of study. This curriculum is highly regarded and covers all objectives to meet the relationships education and health education statutory requirements. Please refer to the Appendix 1 and PSHE policy for further information or visit the 'SCARF' parent page (<https://www.coramlifeeducation.org.uk/family-scarf>).

Links to other policies and curriculum areas

Curriculum

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Policies

The content of relationships education is supported by our PSHE Policy, SMSC (Social, Moral, Spiritual, Cultural) Policy, Spirituality Policy, Anti-Bullying Policy, Equality Policy, Safeguarding and Child Protection policy and Keeping Children safe in Education.

Roles and responsibilities

Governors

The governing board will approve the Relationships Education Policy and hold the headteacher to account for its implementation.

The Head teacher

The headteacher is responsible for ensuring that relationships education is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering relationships education in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

Pupils

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

All, including children with special educational needs, will be included in all lessons. Adaptive teaching and resources will be used to support all children to access age-appropriate learning.

Parents' right to withdraw their children from lessons

Parents do not have the right to withdraw their children from statutory relationships education.

Primary schools are required to teach the elements of sex education (puberty) contained in the science curriculum and there continues to be no right to withdraw from these lessons.

Parents will be informed for the content of any puberty sessions before they are taught, to help support with any questions that may arise at home.

Training

Staff are trained on the delivery of relationships education as part of staff training and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching and delivering sessions. Some sessions may be delivered by outside visitors e.g. The School Nursing Team.

This policy is to next be reviewed in July 2026 to be in line with the Relationships Education Statutory Guidance 2025 that comes into effect in September 2026.

Approved

Headteacher:	A. Proctor
Governor Approval:	A. McGonigle
Date:	9 th October 2025

Appendix 1: Parent information about SCARF



Who are we?

Coram Life Education is the leading UK provider of relationships,

health, wellbeing, and drugs education.

Trained Educators use evidence-based, interactive, engaging methods and resources to provide memorable learning experiences for 1 in 10 children in England and Scotland.

What children experience

Children's experience of Coram Life Education's sessions is fun, engaging and memorable. Children meet Harold, our giraffe puppet mascot ('Healthy Harold'). They have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and how it works, and friendships and their influence. They begin to understand the impact of their choices and behaviours on every aspect of their health and wellbeing – and learn the skills and information needed to make positive, informed health choices.

SCARF

Alongside our mobile classroom, Life Space or in-classroom visits, our online resource, SCARF provide a curriculum and a whole-school framework for building the essential life skills to support physical and emotional wellbeing – crucial for children to achieve their best, academically and socially.

Meeting all DfE requirements for statutory Relationships, Sex and Health Education (RSHE), SCARF is a complete curriculum consisting of over 350 lesson plans and related assessment that gives teachers the skills and tools to teach a comprehensive RSHE, PSHE and Wellbeing programme throughout the primary years.

What will my child learn in SCARF lessons?

For each year group, there are six suggested themed units which provide a complete PSHE and wellbeing curriculum. They are:

Me and My Relationships

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

Valuing Difference

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

Keeping Myself Safe

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

Rights and Responsibilities

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

Being My Best

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

Growing and Changing

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships education are also included.

Relationships Education

Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. At Coram Life Education we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, body ownership, and safeguarding. Although we refer to our resources as our Relationship Education programme, they also include elements of Health Education.

Our Relationships Education resources help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. These lessons help to meet safeguarding, and emotional wellbeing requirements, as well as ensuring that schools cover the requirements of the DfE RSHE guidance.

A comprehensive set of age-appropriate lesson plans within SCARF online

SCARF RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

4-5 year-olds: being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

5-6 year olds: explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

6-7 year-olds: looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

7-8 year-olds: introduces themes about change, including menstruation and bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

8-9 year-olds: builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

9-10 year-olds: builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

10-11 year-olds: builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; and managing pressure online.

Relationships Education for Primary Pupils

At East Morton CE Primary we strive to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. We understand that parents may have questions and concerns about this area of learning and so, in response, we have explained some of the common questions around the subject in this document.

Frequently asked questions:

Q: Will my child be taught sex education at primary?

A: Sex education lessons covering themes of conception and contraception are optional in the SCARF curriculum and will not be taught.

However, themes such as puberty will be taught as they are statutory with the health education or science national curriculum.

Q: Do I have a right to withdraw my child from Relationships Education?

A: There is no right to withdraw from Relationships Education at primary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Will my child be taught about LGBT? If so, to what extent?

A: Yes. Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships.

Coram Life Education takes a values-led approach in the design and delivery of its education programmes and resources. SCARF plans anticipate and encourage the inclusion of people with LGBT identities in discussions from the early years, where children are also encouraged to talk about the people who are special to them and who provide a nurturing environment. SCARF includes LGBT identities content throughout the school years as part of a spiral curriculum and teaching about this is integrated into lessons about families, marriage, civil partnerships, similarities and differences, stereotyping, prejudice, media, puberty, bullying, body image and diversity, as required by the guidance.

Q: How can I help support my child when learning about RSE?

A: Coram Life Education have produced a [parent page](#) for schools to share with parents. The page has lots of information to help you support your child, as well as a suggested reading list for different age groups.

Q: Does the new Relationships Education take account of my faith?

A: The themes within the RSE elements of SCARF help children from all backgrounds to build positive and safe relationships, and to thrive in modern Britain.

When teaching these subjects, the religious background of pupils is taken into account when planning, so that topics are appropriately handled and respectful to all.

Further useful reading regarding faith schools, children and families from a religious or belief background and RSE can be found in these documents:

- Church of England - [Living in Love and Faith](#)
- British Muslims for Secular Democracy – [Advice for schools](#)
- The Muslim Council for Britain - [RSE: Constructive Engagement](#)
- PaJes- Supporting Jewish Schools - [Guidance for Schools to be compliant with RSE Guidance](#)
- Hampshire Services – [Blog on RSE and GRT communities](#)
- A PAVEE Perspective - [Travellers' Attitudes to sexual relationships and sex education](#)