



Bowling Park Primary School

Policy / Procedure:	Relationships Policy
Date of governing body approval:	14.7.26

This **policy has been written alongside our Safeguarding & Child Protection Policy** and outlines the approach of Bowling Park Primary School to Relationships and Health Education (RHE). It has been developed in line with statutory requirements for Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE), including the updated guidance effective from September 2026. This policy is published on the school website and available in print on request. It will be reviewed annually or sooner in response to updated guidance. **At Bowling Park Primary School, there is nothing more important to us than the physical, emotional, and spiritual welfare of our pupils. The school recognises its legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse. We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically, psychologically, or spiritually damaged.**

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1. Aim

- At Bowling Park Primary School, we have the responsibility to teach pupils about equality and diversity in the context of British values, spiritual, moral, social and cultural development. This is part of a whole school approach and it is a strong part of our ethos. Our children will learn about British laws and society, tolerance and respect and the community and world in which they live in, in an age appropriate way.

The aim of relationships education at our school is to:

- Support pupils to develop positive, respectful and healthy relationships.
- Develop pupils' self-esteem, confidence and emotional literacy.
- Teach pupils to recognise and manage emotions and resolve conflict constructively.
- Promote respect for diversity, equality and individual differences.
- Help pupils understand personal boundaries, consent (in age-appropriate contexts) and how to seek help.
- Equip pupils with the knowledge and skills to stay safe, including online safety.
- Prepare pupils for physical and emotional changes as they grow, in line with statutory Health Education and the science curriculum.

Relationships education is not about sexual relationships.

2. Policy Development

This policy was written by Claire Lawreniuk (PSHE lead) and has been developed in consultation with staff, governors, pupils and parents at Bowling Park Primary School as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme. This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to work with us on the policy, look at examples of resources, and make recommendations
3. Ratification – once amendments were made, the policy was shared with governors and ratified

3. Statutory Requirements

This policy complies with:

- The Children and Social Work Act 2017
- DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated guidance effective September 2026)
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- The UN Convention on the Rights of the Child
- Relationships Education is **statutory** for all primary schools from 2020, so all pupils must take part in these lessons. This is to *ensure that both boys and girls are prepared for the changes adolescence brings and – in line with the National Curriculum for science. Health Education is also statutory and covers the key facts about puberty, menstrual wellbeing and from September 2026, the correct names of body parts.*
- Sex education is **not compulsory** for primary schools. Pupils will learn about puberty as part of science and health education lessons in year 5 and 6. Other aspects of sex education will not be covered unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens.

4. Links to other policies and curriculum areas

4a 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. We will do this in year 5 and 6.
- Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.
- Health education, which is statutory in state funded schools from September 2020, 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.

Relationships Education (Statutory)

The SCARF programme ensures full coverage of the statutory Relationships Education curriculum. Pupils are taught about:

- Families and people who care for me – recognising different family structures and understanding the importance of stable, loving relationships.
- Caring friendships – kindness, trust, cooperation, resolving disagreements and recognising positive and negative behaviours.
- Respectful relationships – respect, equality, personal boundaries and understanding the impact of words and actions.
- Online relationships – staying safe online, understanding appropriate behaviour and knowing how to report concerns.
- Being safe – understanding personal space, consent in everyday situations, recognising unsafe situations and knowing how to seek help.

These areas are taught progressively through the five SCARF core values:

- Safety
- Caring
- Achievement
- Resilience
- Friendship

Sex Education (Non-Statutory)

At Bowling Park Primary School, sex education beyond the science curriculum is not taught.

4b Policies

- The content of relationships education is supported by our equality and diversity policy, and safeguarding policy.

5. Delivery of relationships education

- Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be 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 will be 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 will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff (class teachers – a very familiar adult).

RSHE is delivered through:

- PSHE weekly lessons including The Story Project
- Whole-school assemblies and wellbeing activities (such as antibullying week, Children's Mental health week, Pol-Ed curriculum, my happy mind)
- Cross-curricular links in science, computing, PE and RE (as appropriate)
- Safeguarding learning across the year

Teaching is developmentally appropriate and inclusive; it is designed to meet the diverse needs of all pupils.

Inclusion and Equality

RSE at Bowling Park Primary School is inclusive and meets the needs of all pupils, including those with SEND. Teaching reflects the diversity of modern Britain and does not discriminate against any protected characteristics under the Equality Act 2010.

We ensure that:

- All pupils feel represented, respected and safe.
- Teaching materials are inclusive and accessible.
- Lessons are adapted where necessary.

Managing difficult questions: (appendix A)

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education, which Bowling Park does not teach. Teachers will handle such questions, with an emphasis on supporting the child e.g.

- asking a pupil to speak to their parents or a trusted adult
- signposting to support services where needed
- recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online

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.

Mapping SCARF to Statutory Relationships Education

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 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.

The SCARF programme fully meets the statutory requirements for Relationships Education by covering:

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

SCARF's five core values (Safety, Caring, Achievement, Resilience and Friendship) ensure that pupils develop the knowledge, skills and attitudes required to form healthy relationships and stay safe.

The following Personal Social Health Education Units of learning have been removed from our curriculum in light of parental consultation on Relationship and Sex Education: remains in line with the Science National Curriculum.

EYFS	'Where do babies come from?' and 'Me and my body – can teach this lesson only using the agreed terminology penis and vulva and removing the part relating to how babies are made.
Year 2	'My body - your body' - teach Year 1 'good or bad touches' instead
Year 3	'My changing body'
Year 4	'All change' and 'Preparing for changes at puberty'
Year 5	These lessons are removed as covered by step 2 • Growing up' • 'Changing bodies and feelings' 'We have more in common than not' ok to teach but remove reference to gender reassignment
Year 6	'Making babies'

6. Roles and responsibilities

6.1 The governing board

- The governing board will approve the relationships education policy, and hold the head teacher to account for its implementation.

6.2 The head teacher

- The head teacher is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory relationships education lessons, if applicable.

6.3 Staff

Staff are responsible for:

1. Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds
2. Modelling positive attitudes to relationships education, as with any other subject
3. Monitoring children's learning in order to ensure they make progress
4. Responding to the needs of individual pupils
5. Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory relationships education lessons, if applicable.

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.

6.4 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 our school.

7. Parents' right to withdraw their children from lessons

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons. 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. We will do this in year 5 and 6.

Children will not be taught about sex or sexual relationships or same sex relationships

8. Training

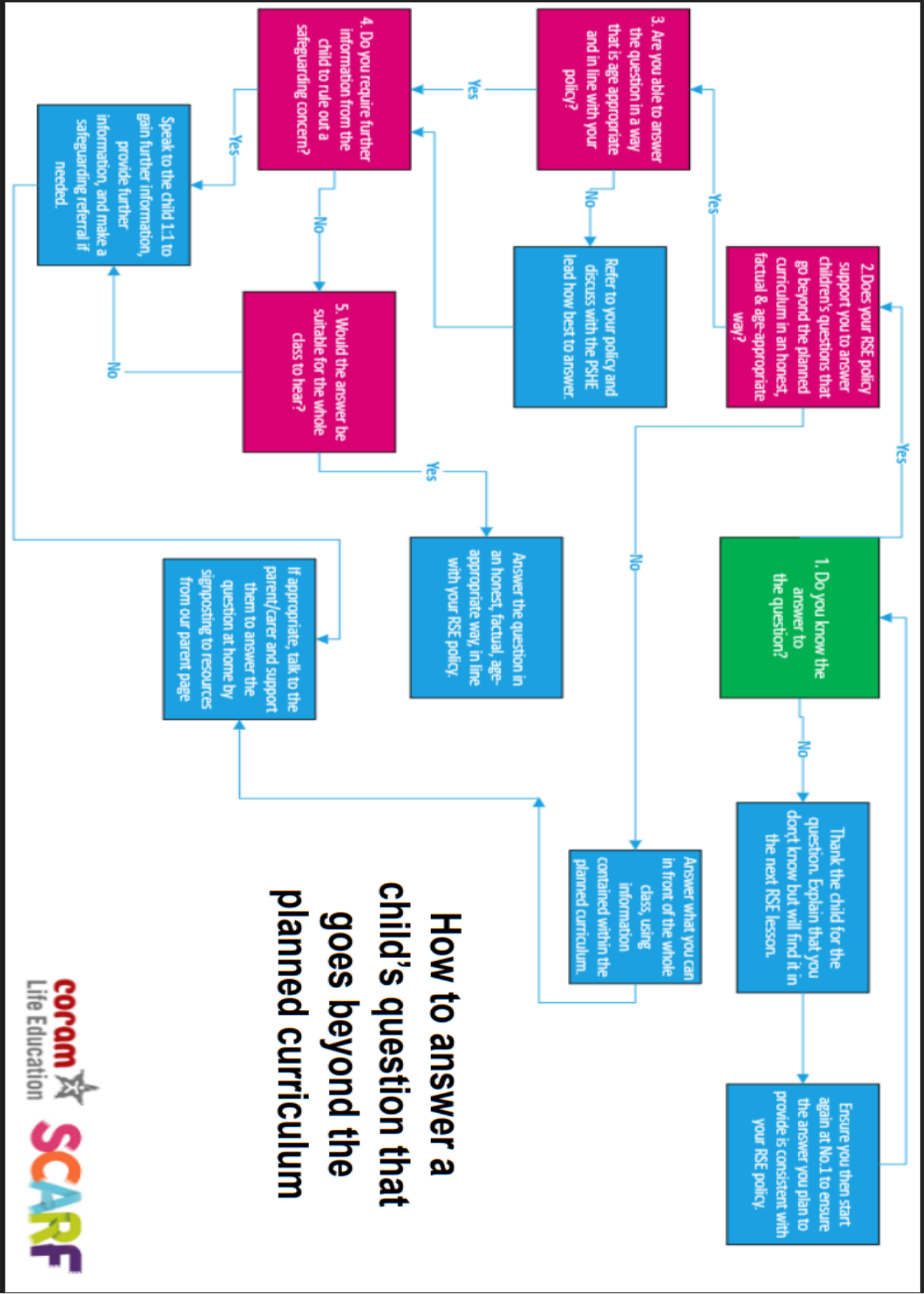
- Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.
- The head teacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching relationships education. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

9. Monitoring arrangements

- The delivery of relationships education is monitored by the headteacher through planning scrutinies, learning walks and pupil conversations.

Pupils' development and understanding in relationships education is monitored and assessed by class teachers through:

- Observation
 - Discussion
 - Pupil reflection
 - The effectiveness of the RSE programme is monitored through staff feedback, pupil voice and curriculum review.
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- This policy will be reviewed by Headteacher annually. At every review, the policy will be scrutinized and ratified by the governing board.



Appendix B SCARF Year-by-Year Coverage

SCARF provides a spiral curriculum that revisits key themes each year, building knowledge, skills and understanding progressively and in line with statutory Relationships Education requirements.

Early Years Foundation Stage

Pupils are supported to:

- Recognise and name feelings in themselves and others.
- Form positive relationships with peers and trusted adults.
- Understand simple rules about kindness, sharing and safety.
- Begin to recognise what makes them unique.
- Children will be introduced to the vocabulary: penis, vulva
- Human reproduction has been removed.

Year 1

Pupils learn to:

- Identify a range of feelings and how these affect behaviour.
- Understand what makes a good friend.
- Learn about families and people who care for them.
- Recognise trusted adults and basic personal safety rules.
- Children will be introduced to the vocabulary: penis, vulva and nipples.

Year 2

Pupils learn to:

- Understand how their behaviour and words affect others.
- Develop cooperation and simple conflict-resolution skills.
- Understand fairness, respect and caring behaviour.
- Learn how to stay safe at home, school and online.

Year 3

Pupils learn to:

- Develop empathy and consider others' feelings.
- Recognise different types of relationships.
- Understand personal boundaries and appropriate behaviour.
- Learn strategies for dealing with peer pressure and bullying.

Year 4

Pupils learn to:

- Build resilience and manage stronger emotions.
- Understand respect and equality in relationships.
- Learn about physical and emotional changes as they grow (linked to Health Education).
- Develop strategies for staying safe online and offline.

Year 5

Pupils learn to:

- Understand physical and emotional changes during puberty (where health education is taught).
- Manage changing friendships and resolve conflict.
- Understand consent in everyday, age-appropriate situations.
- Learn about personal safety, including online relationships.
- Step 2 to deliver Puberty sessions, boys and girls to be taught separately, including the vocabulary— penis, testicles, pubic hair, breasts, nipples, genitals, period, wet

dream, spontaneous erection. As part of the sessions girls to be shown period products and boys to be talked about spontaneous erections, wet dream.

Year 6

Pupils learn to:

- Build confidence and self-esteem in preparation for secondary school.
- Understand healthy, respectful relationships and how they may change.
- Explore consent, boundaries and respect in more complex situations.
- Know how and where to seek help and support.
- Step 2 – puberty – erection and wet dreams
- The definition of FGM will be explained in an age-appropriate way in the context of keeping privates private and good and bad touch.