



RELATIONSHIPS EDUCATION POLICY

Date of Approval:

06/05/2025

Date Ratified by Governors:

12/05/2025

Review date:

SUMMER 2027

TABLE OF CONTENTS

| | |
|--------------------------------|-----------|
| 1. AIMS | 4 |
| CORE VALUES | 4 |
| 2. PRACTICE | 5 |
| CURRICULUM DELIVERY | 5 |
| RESOURCES | 6 |
| ASSESSMENT & RECORDING | 6 |
| DEVELOPMENT & TRAINING | 7 |
| PARENTS | 7 |
| MONITORING AND EVALUATION | 7 |
| | |
| APPENDIX 1 | 8 |
| | |
| POLICY AMENDMENT CHART: | 14 |

1. AIMS

CORE VALUES

The PSED curriculum aims to support pupils to develop relationships and:

- Encourage and develop self-advocacy
- Develop personal skills
- Develop personal autonomy by having a degree of responsibility and control over their lives
- Promote positive relationships with adults and peers – being caring, respectful, and safe.
- Encourage and develop self-awareness and awareness of others
- Develop self-confidence and self-awareness including:
 - Body awareness
 - Awareness of own gender/privacy
 - Undertake tasks of responsibility
 - Manage feelings and behaviours
 - Develop confidence in the wider Community and the School environment
- Learn how to keep safe
- Enhance safety and provide protection from abuse
- Recognise and respect difference between people
- Develop a healthy lifestyle

The PSED curriculum also aims to support staff to:

- Develop awareness of the issues of mental health for pupils with learning difficulties
- Provide opportunities for greater pupil voice
- Promote access to the whole curriculum for each pupil
- Encourage pupil involvement in school life
- Offer regular opportunities for making choices and decisions

Please also see Mandeville, Drug Education, Child Protection, Behaviour and discipline and the prevention of bullying, Equal Opportunities, EYFS policies, British Values, Mandeville Curriculum and assessment policy and Spiritual Moral Social and Cultural Development policies.

2. PRACTICE

CURRICULUM DELIVERY

Relationships Education will mainly be delivered through the Mandeville PSED curriculum. There are two pathways in the curriculum relating to the developmental needs, experience and understanding of the pupils.

At the Foundation stage through the Personal, Social and Emotional Development area of the curriculum pupils will work on developing an understanding and awareness of themselves and others, this includes developing their senses, body awareness, developing relationships and early social skills. In pathway two there is a greater focus on developing an awareness of self and undertaking tasks of responsibility.

The areas of learning covered in the PSED curriculum include:

- **Making relationships**
 - *Interaction with adults*
 - *Interaction with children*
- **Self-Confidence and Self-Awareness**
 - *Body awareness*
 - *Awareness of own gender/privacy*
 - *Develop an awareness of self*
 - *Undertake tasks of responsibility*
- **Managing feelings and behaviour**
 - *Understanding emotions and learning strategies for co- and self-regulation*
- **Life in the Community**
 - *School environment*
 - *Wider community*

Throughout their time at Mandeville, pupils will continue to develop self-awareness and awareness of others, including sensory awareness. They will work towards developing an awareness of their own gender, the differences between child and adult roles and behaviours, and the concept of privacy. Pupils will also work on sharing, turn-taking, making choices, and participating in group activities. They will learn to recognise and use their senses, identify body parts including learning the biological names of private parts, and express preferences. Additionally, they will explore the importance of family and friendships, while developing cooperation and social interaction skills.

Pupils will begin to develop an understanding of their own feelings and emotions, as well as those of others. They will be supported to recognise how different situations make them feel and learn about the choices they can make to help manage these feelings. Co-regulation will play a central role, with staff modelling and guiding emotional responses through consistent relational approaches. These supportive relationships form the foundation for pupils to feel safe, understood, and ready to engage in learning.

In Years 5 and 6 at Mandeville School, pupils will begin to develop a deeper understanding of public and private body parts and spaces appropriate greetings, and the changes that come with growing up, including puberty and personal hygiene. They will also continue to build their awareness of feelings and emotions and explore the choices they can make to express themselves safely and appropriately – including learning to say 'No!'

Pupils will be grouped according to their individual needs and ability. Relationships Education is delivered in whole-class, small-group, or one-to-one settings, depending on each pupil's individual needs and abilities.

In years 5 and 6, pupils are also grouped by gender and developmental stage to ensure content is appropriate, accessible, and meaningful.

Relationships Education for all stages will be planned and delivered by class staff using the Mandeville PSED curriculum. Teachers use termly topics to deliver aspects of relationships. For example, in KS1 we look at animals and plants, Me and my family – representing all dynamics of family life. In KS2 we look at life cycles, adult / infant, my community and celebrations.

We use teaching approaches that suit the individual needs of children. We provide a range of opportunities to develop PSED, such as, discussions, drama, role play, multimedia, circle times, competitions and problem solving.

We aim for all pupils to have more experiences of the local and greater community. The Class timetables reflect regular community access and engagement opportunities.

Class staff may also seek advice and support from the PSED subject lead, physiotherapist, occupational therapist, clinical psychologist, nurse and social worker where necessary.

RESOURCES

The school maintains several PSED resource boxes, which contain activity packs and objects including anatomically correct dolls, photographs, resource packs and videos that are appropriate for teaching our pupils. There is also a good selection of teacher resource books which contain ideas for activities and resources. We use a variety of online resources suitable to the developmental needs of the pupils.

We work closely with the London Healthy Schools Improvement Team.

We may also request help from outside agencies such as Image in Action and the Ealing Health Improvement Team.

We invite a range of agencies and services such as the Orchestra of enlightenment, the London children's ballet, Wembley Learning Zone, Tate Gallery, Ealing music service and the London Wallace Museum, to help with the delivery of the PSED curriculum.

ASSESSMENT & RECORDING

Assessment and recording in Relationships Education within the PSED curriculum is an on-going process through the Mandeville tracker, observation, and progress notes. At least 2 two individualised PSED targets are set at each annual review written in consultation with Parents, Occupational Therapist, and the Physiotherapist, which are differentiated to meet the needs of individual pupils, and these are revised when necessary. Children will also have Behaviour Support Plans, when necessary, which are also continually updated.

Results are recorded through pupil progress meetings and reported to parents through the annual review. In close liaison with the assessment coordinator data is collected and evaluated and we are able to track pupil progress over time.

We provide immediate feedback in the form of celebration to recognise achievement. There are regular weekly celebration assemblies. We have reward charts and certificates to celebrate success. Every child has input in their annual review, either by attending, or representation being made on their behalf, if it is more appropriate. All pupils have their achievements recorded in learning journeys.

All pupils have photos and/or videos taken to record achievements throughout the year by using the Seesaw app. Parents have immediate access all year round: Parents/carers have regular positive feedback using class emails and phone conversations and Seesaw. These approaches have a positive impact on every child's self-awareness and self-esteem. It also supports children to recognise the strengths of their peers.

DEVELOPMENT & TRAINING

The need for training and development for individual staff is identified through Continuing Professional Development (CPD) and the Performance Management and support staff appraisal cycles. These processes also support staff training and development. Training is delivered through external courses, Curriculum Development meetings, staff INSET and feedback. Peer observation, learning walks and collaborating with colleagues are also very useful tools in training and development. Attendance at external courses and research through the internet or literature in books or journals on the part of the ASC/SLD and PMLD/SLD middle leaders is instrumental in developing the subject as a whole at Mandeville.

PARENTS

We engage parents with any new initiatives and developments regarding curriculum development and delivery for this area. We discuss and share the content of the curriculum during parent's evenings and annual reviews. We hold annual coffee mornings for year 4 and 5 parents to prepare and introduce them to the yr. 5 and 6 body awareness groups. We speak individually to parents as the pupil's needs are very individual.

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons.

Parents are the key people:

- Teaching their children about relationships and body awareness.
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that their changing bodies bring.

Parents benefit from support in their role as educators of their children about relationships and their child's body awareness. At Mandeville we work in partnership with parents. Regular parent's evenings and the Mandeville website give parents the opportunity to have access to the content of the relationships policy and curriculum and it also allows us to gain access to their view and opinions on the subject.

PSED provision complements the personal development of children provided at home. Collaborating with parents is a vital part of the whole school approach. At Mandeville we work in partnership with parents. Class staff and other relevant staff will regularly consult with parents on PSED in order to develop a better understanding between home and school and reinforce key points of learning and development.

MONITORING AND EVALUATION

Class teachers monitor pupils' responses and progress through the relevant assessment tools. All staff regularly evaluate IEP's and pupil progress records by recording notes of significant progress. A progress report is given to the Governing Body each year.

APPENDIX 1

The whole staff ethos has been agreed to support all children to develop positive relationships and respect for others. This ethos contributes to positive mental well-being.



RELATIONSHIPS – Building Connection, Trust, and a Sense of Belonging

Effective teamwork among staff is essential. When staff members build strong, respectful relationships, understand one another, and draw on each other’s strengths, they create a consistent and supportive classroom environment. This positive dynamic extends to the pupils, fostering a more effective learning atmosphere and supporting emotional development.

Key workers play a vital role in developing trusted relationships by spending quality one-to-one time with individual pupils. Children naturally gravitate toward adults they feel connected to, often choosing to seek them out or engage in activities with them. These secure relationships create more opportunities for meaningful communication and emotional expression.

Trusted relationships also support smoother transitions, particularly for pupils who experience separation anxiety, helping them feel safe, settled, and ready to learn.

ACCESS – Empowering Choice and Inclusion

Children are supported to access what they want and need to do, including the use of communication books, all physical areas of the school, learning activities, and the wider community.

Individualising access is a priority the curriculum is shaped to be personalised and relevant, ensuring pupils can engage with learning areas that support both their well-being and development. Access to therapeutic input is also planned according to individual needs.

All children have the right to access and to ask for what they need, including those who may struggle to assert themselves. We teach the skills needed to request access, such as making themselves heard, understanding boundaries and rules, and showing respect for others.

ROUTINE – Creating Predictability and Security

- Routines provide structure through predictable sequences, repetition, and consistency.
- They help children develop a better understanding of the world around them.
- Consistent routines support emotional security and help children feel safe.
- Routines help children settle more easily by showing them what to expect.
- Tools such as visual timetables and Objects of Reference (OOR) support understanding
- A planned routine helps staff feel more prepared, focused, and consistent.
- Children tend to show greater confidence, skills, and independence within structured environments
- Routines reduce anxiety and can help minimise behaviours that challenge.
- Establishing similar routines at home reinforces consistency and supports emotional well-being.

ENJOY – Finding Joy in Engagement

Enjoyment involves appreciating or liking something, having fun, and engaging in activities that bring happiness and motivation. It is often shown through behaviours such as laughing, smiling, vocalising, expressive body language, and visible excitement.

Children demonstrate enjoyment by choosing to spend time with a preferred adult or peer and interacting in ways that are meaningful to them. These positive experiences help to strengthen relationships and promote emotional well-being.

HAPPINESS – Visible Signs of Well-Being

Happiness is observed through smiling, laughing, and enthusiastic engagement in school life.

Children often show happiness through their facial expressions and body language. Especially when returning after a break and reconnecting with familiar staff.

Signs of happiness include making eye contact, approaching adults, initiating interactions, and engaging in favourite activities. Children may also show happiness by playing alongside or with peers, indicating comfort and enjoyment in their social environment

CHOICES – Empowering Children through Decision-Making

Providing children with opportunities to make choices helps them express preferences, take initiative, and feel a sense of control over their learning and environment. Choice-making is a vital skill that supports independence, confidence, and emotional regulation.

Children are encouraged to make choices in a variety of ways, depending on their developmental level. This includes:

- Choosing snacks or meals using visuals, objects, or photos.
- Selecting songs, activities, or which room or area of the school they would like to go to using choice boards
- Having the option to choose which learning task/activity they would like to complete first
- Participating in structured 'choice time' to select toys or tasks using photos or visual timetables
- Making decisions within an activity, such as choosing the colour of paint or which animal to decorate during art sessions
- Taking part in communication sessions like 'choice box' time to express preferences

Offering choices also plays an important role in behaviour support, helping to redirect pupils positively and teaching them (through co-regulation) strategies for self-regulation.

COMPASSION – Understanding and Accepting Each Child

- View situations from a child's perspective, responding with empathy, love and acceptance.
- Accept each child for who they are, without judgement
- Seek to deeply understand the reasons behind a child's behaviour (e.g. recognising when a child is tired or distressed and may need additional support)
- Offer comfort when a child is in pain or discomfort, providing time, space, and reassurance to help them calm
- Use co-regulation strategies to support children in managing their emotions before teaching self-regulation
- Prioritise meeting physical and emotional needs before expecting engagement in learning
- Provide opportunities for children to express themselves in ways that are meaningful to them, valuing pupil voice

FUN – Enjoyment through Engagement

Fun means getting involved in things that feel exciting, enjoyable, or interesting – either with others or in the environment

- Children show they're having fun in different ways, like:
 - Laughing and smiling
 - Vocalising or using expressive body language
 - Showing they want to keep going with an activity
- Every child experiences fun differently – what's fun for one might not be fun for another.
- Some children enjoy watching others play rather than joining in, and that's a valid way of engaging too.

SAFE – Creating a Sense of Security

Feeling safe means feeling both physically and emotionally secure in an environment that supports and protects you. It's about having the confidence to express yourself, trust the people around you, make mistakes, and be fully yourself.

Physical Safety is supported by adults who carefully manage risks, provide constant supervision, and ensure that all materials and spaces are safe for children to use. This includes the use of:

- Medical Plans and School Care Plans
- Behaviour Support Plans (BSPs), Risk Assessments (RAs), and the Lone Worker system
- A high adult-to-child ratio

- Careful management of allergies and health needs

Emotional Safety is just as important. Children rely on adults as secure bases – especially in new or unfamiliar situations like the spa pool, swimming, or new rooms and activities. Giving children time and space to settle, progress at their own pace, and build trust is key.

Predictability also helps children feel safe. Using Objects of Reference (OOR) and visual timetables to show what’s happening now and next reduces anxiety and builds confidence.

Key workers and preferred adults help foster these safe, trusting relationships. For younger children, especially in Nursery or Reception, having a consistent, familiar adult is crucial in helping them settle and feel secure.

FEELING LOVED – Building Connection Through Presence and Acceptance

We aim to create a loving, responsive, and welcoming environment where every child feels understood, accepted, and emotionally safe. In this kind of environment, each child’s individuality is celebrated and nurtured.

Children feel loved when:

- They experience genuine connection with adults who are fully present with them.
- They are given time and space to respond in their own way.
- They are able to form close bonds through trust and consistent interactions
- They have opportunities to simply “be” with an adult – enjoying company without any agenda or task

Staff support this by:

- Creating emotionally enabling spaces where children can thrive
- Being spontaneous and child-led in their approach to engagement
- Adapting the rhythm of the day to meet each child’s needs and emotions in the moment

PROVIDE CLEAR BOUNDARIES – Supporting Positive Behaviour through clarity

Clear boundaries help children understand what is expected and feel secure within routines. We focus on telling children what to do, rather than what not to do (e.g. saying “walk” instead of “don’t run”).

We support this through:

- Simple, consistent classroom rules.
- Clear explanations of what is acceptable and what is not.
- Visual supports and social stories to reinforce understanding.
- Redirecting children by modelling the expected behaviour.

COMFORTABLE – Meeting Physical and Emotional Needs First

A child must feel physically and emotionally comfortable to be happy, engage in learning, and connect with others. According to Maslow’s hierarchy of needs, basic physiological needs must be met before meaningful learning can take place. At Mandeville, we also include being *pain-free* and meeting *sensory processing needs* as part of this foundation.

To ensure comfort, we:

- Observe each child closely for signs of discomfort, distress, or unmet needs.
- Recognise and respond to individual ways children express discomfort.
- Use calming strategies like soft touch or soothing voices to comfort pupils.
- Provide food, rest, or sensory regulation when needed to support self-regulation.
- Understand that some children may need to spend extended time on the floor due to complex physical needs.
- Develop and adapt postural care plans that support each child's physical well-being throughout the day.
- Problem-solve and flexibly plan the day to prioritise comfort and readiness to learn.

TRUST – Building Safety and Connection

Trust is the foundation of all relationships—between staff, pupils, and colleagues. When trust is present, children feel safe, accepted, and secure.

To build trust:

- Staff take time to get to know pupils and each other well.
- Children are accepted unconditionally and feel genuinely cared for.
- Boundaries are more easily accepted when they come from a place of love and connection.
- Teams work toward shared goals of well-being for everyone in the school community.
- Both adults and children can begin to let go of the need to control when trust is established.

EXPECTATIONS – Believing in Every Child's Potential

Setting clear and consistent expectations helps children understand what is required of them and supports them in reaching their full potential. We believe that all pupils can achieve and thrive when given the right support.

We promote high expectations by:

- Providing clear, consistent rules and routines.
- Clearly communicating how we expect children to behave and respond.
- Holding high but realistic expectations for each child's learning and development.
- Supporting children to become familiar with and follow daily routines.

BONDS – Building Trust Through Connection

Building strong bonds takes time, patience, and sensitivity. While some children form relationships quickly, others may need much longer—and that's okay. What matters most is creating opportunities for meaningful connection.

We support bonding by:

- Being in tune with each child's interests, needs, and communication style.
- Showing empathy and genuine care in every interaction.
- Using shared interests and intensive interaction to create connection.
- Playing with toys and engaging in activities that are meaningful to the child.
- Allowing time and space for bonds to develop at each child's pace.

TUNING IN – Listening Deeply and Responding Meaningfully

Tuning in means being fully present with a child—watching, listening, and responding in ways that match their level of understanding and communication style. It's how we show children that their voices matter, even when they're not using words.

We tune in by:

- Observing body language, gestures, facial expressions, and vocalisations.
- Allowing plenty of time for the child to initiate, process, and respond.
- Responding in a calm and connected way that meets them where they are.
- Joining them in their world, following their lead, and showing genuine interest.
- Imitating their actions or sounds to develop shared interactions and build turn-taking skills.

Through this process, we honour each child's uniqueness and become learning partners, building trust and connection through every interaction.

SECURITY – Creating a Foundation of Safety and Trust

Feeling secure means knowing you are safe, supported, and not alone. For children, emotional security is essential for learning and development.

To support a sense of security, we:

- Give time, space, and reassurance when a child feels anxious.
- Wait patiently until the child is ready to engage, without pressure.
- Build trusting relationships through consistent interactions with a key worker.
- Offer a calm, predictable environment where children feel protected and understood.

RESPECT – Valuing Every Individual

Respect means recognising the worth of every child and adult in our community. We teach children to respect themselves, others, and the environment around them. This includes understanding and accepting differences in needs, behaviours, and communication styles.

We promote respect by:

- Showing unconditional respect to each child, regardless of their behaviour.
- Encouraging children to respect others, resources, and personal privacy.
- Teaching that behaviour is a form of communication and must be listened to.
- Helping children understand that everyone is different and deserves kindness.
- Including pupils in conversations, especially when sharing positive experiences.
- Respecting a child's choices and supporting their right to express preferences.
- Supporting colleagues who may find certain behaviours challenging with empathy and time.
- Offering opportunities for staff to grow and develop their skills.
- Establishing clear school and class rules developed with input from all.
- Promoting British values, with a focus on mutual respect and inclusion.

POLICY AMENDMENT CHART:

| Version | Date | Changes Made | Approved By |
|---------|--------------|----------------------------|-------------|
| 1.0 | [DD/MM/YYYY] | Initial Policy Draft | [Name] |
| 1.1 | [DD/MM/YYYY] | Minor wording adjustments | [Name] |
| 2.0 | [DD/MM/YYYY] | Major update to procedures | [Name] |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |