



An East Sheen Story: Relationships Education



Our Story

At the heart of our vision is our desire to nurture children to prepare them for the future, and we know that strong, healthy relationships are key to underpinning this. Last year, the government commissioned a [report](#) by Ofsted into sexual abuse in schools. The report highlighted concerns, largely in secondary schools, about peer-on-peer sexual abuse and challenged schools to reflect on their relationships education provision. At East Sheen, we pride ourselves on our inclusive ethos and our celebrations of kindness and respect. We do this through our delivery of PSHE lessons, whole-school rewards and by putting pupil wellbeing at the heart of everything we do, something recognised by our 'Wellbeing Award for Schools'. Relationships Education is nothing new at our school, and from speaking to the children, it is clear that children leave us knowing the difference between healthy and unhealthy relationships and know how to seek help when needed.

What Our Teachers Say



'If we get it right now, children understand how to respect themselves and others, going forward to secondary school with the skills to build successful, respectful relationships.' - Mrs Canner, Head.

'Relationships education is designed to equip children with the tools and knowledge to make informed decisions about their wellbeing, health and relationships, as well as preparing them for a successful adult life.' - Claire Crichton, PSHE Leader

What Children Say

'Healthy relationships involve trust and are based on respect.' 'Healthy relationships make you feel happy.' 'People feel safe in healthy relationships and decisions are equal and fair.' 'It is important to study relationships education to be prepared to make the right choices in new and existing relationships.' 'Learning about it in school helps us to cope with awkward relationships and know how to speak out if we don't feel comfortable. Our teachers really help us to understand how to be kind to all and work well with other people. They also help us when we need it.' 'The school does a lot to make us feel safe and equal...we focus on respect and are rewarded for being kind...we are taught to think about how our comments affect other people.'

Children were also asked whether they thought school worked hard to create an equal, safe environment for all pupils regardless of race, gender or sexual orientation.

All children were nodding enthusiastically and explained that 'a lot is done to make school equal and safe'...'yeah, we focus on respect for everyone and get rewarded for being kind'...'we talk loads about how women and men should be treated equally and with respect...there are a lot of ways to help people talk about worries and relationships in school.'

The children listed several things in addition to the curriculum lessons: school rules, thinking maps in red slips, time-to-talk boxes, focused assemblies, visitors to school (e.g. drug awareness in Y6, 'people-who-help-us' in Reception), stickers and certificates, as well as the helping hands cup to celebrate kindness.

The children also said that teachers help children 'understand what comments affect people and how comments might affect people differently'. The children also used examples of celebrating Tom Daley and Alan Turing and the importance of school being a safe place for LGBT students.

What Are We Doing Next?

We have been really pleased that the statutory relationships education curriculum is part of our existing planning, and we are building on this using the [Jigsaw PSHE scheme](#). Our Pupil Leadership Team will be key in gathering pupil voice to understand pupil concerns, and we have already listened to parents about the desire to hold our annual information evening on online safety, which will happen later in the year. In our weekly newsletter, we are including a section on safeguarding with links to useful guides for parents about online relationship safety in particular.



Thinking Schools—Habits of Mind

We often find the 'Stop and think' habit of mind useful when discussing relationships and behaviour with children. It encourages children to think about the causes and consequences of an action and to manage impulsivity in their decision-making.

An accredited Thinking School (such as ESPS) shows excellence in taking an explicit, evidence informed, whole school approach to developing pupils' cognitive capability and intelligent learning behaviours that serve beyond the school-life and curriculum.