

Thriving pupils, thriving school community

A resource for school leaders & educationalists

As school leaders and educationalists, you will know that positive relationships are crucial to school life. You may also be aware that witnessing and experiencing healthy relationships is vital for pupils' development and their ability to thrive throughout their lives. You have an essential role to play in setting the school's culture – and, just as importantly, in modelling healthy relationships.

What are the Principles?

According to research on the human brain and childhood development, our experiences of relationships (particularly during childhood and adolescence) have a significant impact on our life outcomes. Whether or not school communities consciously reflect on relationships, children and young people learn expectations and behaviours that last a lifetime. This learning is based on what they see, hear and experience in all areas of a school's life and community.

The Principles help schools and educational leaders equip young people with the relationship skills they need for life. By adopting

and applying the Principles, you will ensure that your school's relationships practice is as strong as possible.

Applying the Principles

This resource will help you apply the Principles to ensure that everyone in your school experiences and models appropriate and reliable relationships.

Informed by the latest research, practitioner experience and expert input, this resource provides a series of reflective questions to help you identify areas for improvement. You can use it to consider and act on the implications of the Principles in all areas of school life.

The Principles and accompanying materials are free to use and reproduce.

Excellent relationships education includes everybody

References to inclusivity throughout the Principles and accompanying resources include – and are not limited to – people and families from all races and cultures and of all abilities, lesbian, gay, bisexual, transgender (LGBT+), single parent, adopted and/ or care experienced, trauma-experienced, from all religions and beliefs, from all sexes and genders.

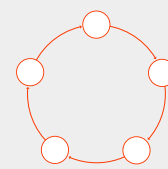
How to use the reflective practice cycle to ensure your pupils and whole school community are thriving



The inner ring shows the 12 Principles



The grey area between the rings shows six areas of school life



The outer ring suggests a number of reflective questions to use as you consider how to put the Principles into action

You can use the cycle to help you consider how your school community is applying the Principles. You may choose to focus on one Principle or area of school life using the questions as prompts. Alternatively, you may wish to carry out a 360° review, considering all the Principles and each area of school life.

If it would be helpful to talk to someone about how best to apply the Principles in your school, you could talk to the person who introduced you to them.

Alternatively, you could contact hello@emotionalhealth.org.uk

You may prefer to apply the Principles using another model of continuous improvement. Or you may identify other opportunities to review and improve your practice. Please feel free to adapt the model and let us know what you do to apply the Principles, so that others can be inspired by your innovation.

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Talk Listen Change
Kidscape
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Adoption UK
FFLAG
Mental Health Foundation
Future Men
Working Families

Care for the family
Marriage Care
Clear

References

This resource is based on recent research highlighting the impact that our experiences of relationships have on our life outcomes. More information about this research is included with [The Principles of Excellence in Relationships Education](#).

The Centre for Emotional Health is a national charity dedicated to the promotion of emotional health for all. We offer high-quality training and resources for professionals working with families, school and university staff, and employees in the workplace. www.emotionalhealth.org.uk

We'd love to hear from you: hello@emotionalhealth.org.uk
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The Principles

- 01** Educators feel supported, knowledgeable and confident to deliver relationships and sex education and role model healthy and reliable relationships.
- 02** Leaders champion and demonstrate a commitment to meaningful relationships learning and to high quality relationship education, which includes sex education.
- 03** Pupils have opportunities to understand healthy and reliable relationships through experiencing them.
- 04** Parents and staff role model positive relationships and honest communication.
- 05** An active relationships education policy is at the core of the school's culture and ethos.
- 06** A relationships education curriculum is the basis of personal, social and health education and crosses the wider curriculum.
- 07** The relationships education curriculum is relevant to the child or young person and prepares them for the community and society they will live in.
- 08** The policy and curriculum aim to improve relationships across the school community.
- 09** School practice reflects understanding of Public Sector Equality Duty, empathises with and accommodates diverse family needs, circumstances and structures, and pupils of all identities.
- 10** The school listens to and values pupils' views, supporting them to recognise unhealthy relationships and to develop their own relationship ambitions.
- 11** The school approaches behaviour as the communication of feelings and needs.
- 12** Progress is measured towards a better understanding of emotions and relationships for all.



What will we do the same / differently?

What is our current practice?

What do we feel about the practice?

What are the alternatives?

What works well & what could be improved?