

Elmwood Infant and Nursery School

Relationship Education Policy



Article 29 'Education must develop every child's personality, talents and abilities to the full'

Article 19 'Children have the right to be protected from being hurt'



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Article 29 'Education must develop every child's personality, talents and abilities to the full'

Article 19 - Children have the right to be protected from being hurt.

DATE POLICY REVIEWED **Summer 2024**

DATE OF NEXT REVIEW: **Summer 2025**

Other Related Policies:

- Child Protection/Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- E-safety Policy
- Drugs, Tobacco and Alcohol Policy

Aims

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene (in line with the KS1 Statutory Science Curriculum).
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Ensure pupils have respect for the views of one another, regardless of religion, culture or sexual orientation.
- Ensure pupils have a responsibility for keeping themselves safe.
- Identify their positive and negative feelings and develop strategies to manage these.

Statutory Requirements

As a maintained Infant School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. At Elmwood Infant School we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, parents and governors. The consultation and policy development process involved the following steps:

1. Review - the PSHE lead pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent / stakeholder consultation – governors and a group of parents that represented the school community were invited to review the draft policy and make recommendations.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

Introduction

This policy outlines the purpose, nature and management of relationships taught in our school. It should be read alongside the PSHE policy.

We have developed the curriculum in consultation with parents/carers and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

What is Relationship Education (RSE)

Relationship education forms part of Sex and Relationship Education but at KS1 the focus is on relationships so in order to avoid any confusion or misunderstanding, at Elmwood Infant School we refer to it as relationship education. Relationship education is learning about the emotional, social and physical aspects of growing up and relationships. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). As part of the physical aspects of growing up we will be encouraging the children to refer to parts of their bodies using the correct terminology in order to avoid/reduce any misunderstanding. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

At Key Stage 1 we aim to develop relationships in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Citizenship. Relationship Education will be fully integrated into the curriculum and include all children regardless of ability or SEND.

Relationship Education should enhance learning through:

- ✓ Attitudes and values
- ✓ Personal and social skills
- ✓ Knowledge and understanding

Attitudes and values:

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life within stable and loving relationships for the nurture of the children

- Learning the value of respect, love and care
- Exploring, considering and beginning to understand moral dilemmas
- Developing critical thinking as part of decision making

Personal and social skills:

- Learning to manage emotions and relationships with confidence and sensitivity
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Developing skills in personal relationships, e.g. friendships, bullying, building of self-esteem, communication, assertiveness
- Helping children to understand that some touch can be unwelcome and to resist unwanted touch (PANTS)
- Encourage the acceptance of physical development by providing age appropriate vocabulary for the sexual parts of the body and encouraging positive attitudes to all bodily functions
- Generating an atmosphere where children feel safe to ask questions and raise concerns

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding emotions and relationships.

Agreed Procedure

Use of Language

Staff should introduce a safe, neutral vocabulary with which to communicate. They should acknowledge the words used at home and with friends but should negotiate the use of words at School that are acceptable to all concerned. The requirement of the National Curriculum in Key Stage 1 Science states that pupils should be able to name the external parts of the human body. This provides grounding for pupils to confidently use the correct words for sexual parts.

How it will be taught

RSE will be taught through the Jigsaw programme (See Appendix 1 for curriculum map).

Staff will be trained in delivering Relationship Education as part of the school's continuing professional development calendar.

We teach Relationship Education through different aspects of the curriculum. Much of this teaching will take place in PSHE (Jigsaw) sessions where a different theme is taught each term. During the second half of the summer term year 2 pupils will be taught about 'Changing Me' which will teach them to recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of their body are private. They will be given opportunities to explain how they feel about being a boy/girl and talk about what they like and dislike about

it. The content will be made accessible for all children, including those with SEND, through the use of additional adults, pictures and simplified explanations.

It is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the private parts of their body in a clear, unambiguous way and to seek help if needed.

Other subject areas contribute significantly to children's knowledge and understanding of their own bodies, particularly Science and P.E.

In year 1, science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense'.

In year 2, science includes pupils being taught to:

- notice that animals, including humans, have offspring which grow into adults.
- They are also taught to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- They are taught to describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

By the end of Key Stage 1 (Year 2), children will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effects of their behaviour on other people, and identify and respect the differences between people. They will also recognise different ways in which family and friends care for each other. They will be able to explain ways of keeping clean and they will be able to name the main parts of the body. Children will also be able to explain how people change as they grow older.

Discussion will be encouraged to allow children to share their emotions. Sometimes this will occur as a result of particular things that have happened at school and at home. It is important to respond to these as appropriate and as and when things happen.

Inclusivity

We will teach these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting

- Small groups or targeted sessions
- 1-to-1 discussions
- Digital format

Working with Parents

The role of parents/carers in the development of their children's understanding about relationships is vital. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. At Elmwood we work closely with parents/carers to ensure that they understand the purpose and content of relationship education and what is being taught. This will be done through information being sent home and invitation to a presentation to be held in the summer term. **As we are not teaching about sex, parents/carers do not have the right to withdraw their child from relationship education.**

Child Protection

Teachers will refer to the school policy and the council's child protection procedures and guidelines.

Links with the Wider Community

There are a range of people in the community who may be able to support SRE e.g. school nurses, health visitors, nurses, doctors, health related organisations, LA staff, youth workers. These external agencies can give the pupils access to a wide range of experience and expertise, new resources and different approaches to learning. The use of any external agency will be planned to enhance the provision within school and agreed with the PSHE subject leader.

E-safety

Teachers will refer to the school policy, teaching pupils to keep themselves safe from harm, both on and offline.

Answering Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers should endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse for an answer or seeking advice from a member of the senior leadership team.

Roles and Responsibilities

The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff

Teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the (non-statutory/non-science) components of RSE.

Teachers do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or RSE subject lead.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Review and Monitoring

The policy will be monitored and evaluated by:

- PSHE Coordinator
- Senior Leadership Team (SLT)
- Governors

The PSHE coordinator will monitor the policy through:

- Monitoring of the year group planning
- Work sampling
- Discussions with staff
- Serious consideration to any comment from parents about the RSE programme.

Appendix 1

Year 1 - Overview of PSHE / RSE subjects taught across the year.

Jigsaw teaching and learning materials for ages 5-6.

Jigsaw is sequential, the six puzzles (units) starting with 'Being Me in My World' (BM) at the beginning of the school year and working through to the end of the year:

1. **BM** (Being Me in My World)
'Who am I and how do I fit?'
2. **CD** (Celebrating Difference)
Respect for similarity and difference. Anti-bullying and being unique
3. **DG** (Dreams and Goals)
Aspirations, how to achieve goals and understanding the emotions that go with this
4. **HM** (Healthy Me)
Being and keeping safe and healthy
5. **RL** (Relationships)
Building positive, healthy relationships
6. **CM** (Changing Me)
Coping positively with change

Each puzzle has six lesson plans accompanied by all of the teaching and learning materials needed to deliver them.

Year 2 - Overview of PSHE / RSE subjects taught across the year.

Jigsaw teaching and learning materials for ages 6-7.

Jigsaw is sequential, the six puzzles (units) starting with 'Being Me in My World' (BM) at the beginning of the school year and working through to the end of the year:

1. **BM** (Being Me in My World)
'Who am I and how do I fit?'
2. **CD** (Celebrating Difference)
Respect for similarity and difference. Anti-bullying and being unique
3. **DG** (Dreams and Goals)
Aspirations, how to achieve goals and understanding the emotions that go with this
4. **HM** (Healthy Me)
Being and keeping safe and healthy
5. **RL** (Relationships)
Building positive, healthy relationships
6. **CM** (Changing Me)
Coping positively with change

Each puzzle has six lesson plans accompanied by all of the teaching and learning materials needed to deliver them.

<p>Ages 5-6</p>	<p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>
<p>Ages 6-7</p>	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>

