



Relationships Education Policy

Last reviewed and approved: Autumn 2022

Next review date: -Autumn 2024

Appendices:

Guidance for content for Relationships Education

Modifications:

Removal of the word Draft in guidance for content

Rationale

At Bedgrove Infant School we believe that education is a holistic process and that the development of the whole child is central to their wellbeing and achievement. Relationships Education is a lifelong process that begins informally in the home with parents and carers long before their journey through school commences. In school we aim to build upon the foundations laid within the home.

As with any area of learning, our teaching is aimed sensitively to the age and level of understanding of the children. The objective of the Relationships Education Policy is to:

- help and support pupils through their physical, emotional and moral development,
- learn to respect themselves and others and move with confidence through their lives to achieve their potential.

Relationships Education is, therefore, developed within the context of Personal, Social and Health Education, Citizenship, and Science and RE.

We aim to work in partnership with parents to set a school policy Relationships Education that takes into account the social and religious backgrounds of our children as well as their age. We are committed to offering equal opportunities for all, regardless of race, religion, gender, ability or disability.

Aims of Relationships Education:

To develop in children:

- a positive self esteem
- the skills to successful relationships
- emotional literacy
- the ability to make informed choices and minimise risk to themselves and others
- the ability to keep themselves and other people safe
- the opportunity to explore their own attitudes, values and beliefs to develop an individual moral code that will guide their actions
- the confidence to begin to question messages they receive from the media
- the ability to access help and support
- a positive attitude towards their body

Through:

- developing confidence in talking, listening and thinking about feelings and relationships
- ensuring that opportunities are provided for children to develop their social skills
- promoting children's confidence through the development of communication, decision making, personal relationships and strategies for managing change
- enabling children to develop a positive self-image and encourage individual self esteem
- enabling children to explore the values and attitudes of themselves and others
- assisting children in their development as responsible members of the community
- enabling children to acquire basic awareness and knowledge about health and development of plants, animals and themselves
- helping children understand the consequences of their actions and how to behave responsibly in relationships
- helping children recognise unsafe situations and be able to protect themselves and ask for help and support
- promoting self-esteem to enable children to make appropriate choices and to understand and respect differences between individuals

- helping children differentiate between right and wrong, appropriate and inappropriate actions
- helping children begin to recognise the range of human emotions, and to develop confidence in talking, listening and thinking about feelings and relationships
- helping children know that there are different types of family, including foster and forever families, and the importance of the family for the care and support of children
- answering children's questions as honestly as we can whenever they arise, giving as much information as is appropriate
- enabling children to name body parts using appropriate terminology and describe how their bodies work
- helping children to be aware of the differences between the sexes and how people/bodies change as they grow older
- helping children find out about themselves

Effective Relationships Education is embedded in the school curriculum, particularly in Science, PSHE and our School Values.

Science Curriculum

Pupils should be 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
- to notice that animals, including humans, have offspring which grow into adults
- to find out about and describe the basic needs of animals, including humans, for survival
- to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

PSHE and Citizenship

Pupils should be taught:

- to recognise choices they can make, and recognise the differences between right and wrong
- to realise that people and other living things have needs, and that they have responsibilities to meet them
- that they belong to various groups and communities, such as family and school
- how to make simple choices that improve their health and well being
- to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names of the main parts of the body
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe
- to identify and respect the differences and similarities between people
- that family and friends should care for each other

Roles and Responsibilities

The School

The School will ensure that parents are kept informed of the curriculum. Teaching of Relationships Education is not explicit but rather it is embedded within different subject areas. Parents have the right to withdraw their child from Relationships Education but not where this is taught as part of the Science National Curriculum. Parents are encouraged to discuss any concerns with the class teacher.

Teachers having any concern about the children in their care should report this to a Designated Safeguarding Officer (DSL).

Governors

In accordance with the Education Act 1996, The Governing Body will keep the School's policy for Relationships Education up to date and published, in consultation with parents. The School recognises that Parents are the primary educators of their children and seek to support them in this task so that a firm foundation is laid in the children's knowledge and understanding of themselves in preparation for Key Stage 2.

Teachers

At Bedgrove Infant School we believe that the nurturing of the whole child is very important and that for a child to achieve academic potential it is important to nurture their physical, moral and spiritual wellbeing. Staffs' beliefs and attitudes will not influence the teaching of the Relationships Education curriculum. Teaching will be matched sensitively whilst children's questions will be answered sensitively and honestly, partnership with parents is essential and staff will consult with parents where appropriate. Teachers and Support Staff, where necessary, will have access to relevant CPD opportunities to support their teaching. Training needs will be reviewed regularly through the staff appraisal process.

Monitoring and Evaluation

The Head teacher will monitor the implementation of the Relationships Education Policy. The policy will be reviewed and evaluated to ensure the contents of the policy have been covered and the aims met, resources are appropriate and up to date and any necessary changes are made to ensure continuous development and improvement.

Equal Opportunities

The school endeavours to provide equal opportunities to all children regardless of age, gender, ethnicity, and ability including SEN and for those whom English is a second language so that the needs of each child are considered when planning the curriculum to ensure an inclusive environment so that each child reaches his/her potential.

Safety and Care

The school is aware of the need to prepare children for their future lives. Their health and safety will be monitored through all aspects of school life

The Role of Other Members of the Community/External Agencies

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. For example, we aim to liaise closely with the Local Health Authority including the school nurse and other health professionals.

Appendix 1

**Guidance for content of the Relationships Education Curriculum for PRIMARY children:
We would cover aspects of this relevant to our INFANT aged children.**

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| <p>Families and People who Care for Me</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • the 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 • that 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 • that 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 • that 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 |
| <p>Caring Relationships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that 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 |
| <p>Respectful Relationships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 |

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| | <ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness • that 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 • about 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 | <p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that 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 • the 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 | <p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of 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 • that 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 |