

Elmwood Infant and Nursery School

Relationships 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 **February 2020**

DATE OF NEXT REVIEW: **Spring 2023**

Other Related Policies:

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

Introduction

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

What is Relationship Education (RE)?

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 we at Elmwood Infant School will 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.

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

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. All children will be able to access the

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'.

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.

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.

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 must be planned to enhance the provision within school and agreed with the PSHE subject leader.

Visitors should be aware of the School's policy on visitors coming into school. Schools should ensure that the professionals adopt a consistent approach similar to that of teaching staff and are aware of the statutory requirements and the school policy on sex education.

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.

Review and Monitoring

The policy will be monitored and evaluated by:

- PSHE Co-coordinator
- Senior Leadership Team (SLT)
- Governors