

Wootey Infant School Relationships Education Policy



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Responsibility: FGB

Reviewed by: FGB

This Review: July 2023

Next Review Due: July 2026

Cycle: 3 years

Ratified by: Curriculum

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. (DfE website 2023)

Introduction and Rationale.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. It is our aim to ensure that our children grow up as informed and responsible adults. Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Our RE programme is firmly rooted in our PSHE framework and Science teaching and not taught in isolation.

Aims

At Wootey Infant School we aim to promote and develop a culture in which:

- people are valued and have a chance to develop their self esteem;
- people work co-operatively and supportively together;
- people develop and value individuality and personal responsibilities;

- all kinds of effort and success are celebrated.

Specifically children will be encouraged to:

- explore and develop their attitudes, values and beliefs within a safe and supportive environment;
- become actively involved in their own learning, as identified in the School's Learning Policy;
- develop thinking skills in order to make informed choices;
- form responsible attitudes towards the maintenance of good health through an understanding of the factors leading to healthy lifestyles;
- respect the beliefs of others and recognise and express their own values and beliefs;
- make sense of and cope with their personal and social experiences;
- learn how to keep themselves safe;
- develop the confidence and independence that will help them to be aware of their own worth as individuals;
- acknowledge the effects of their actions and learn how to give and receive support;
- have their individual needs addressed as and when appropriate;
- raise questions as the need to know arises which will be answered sensitively in a factual and objective manner, with the understanding that information may be shared with the appropriate authority when necessary.

Implementation

All staff are responsible for delivering Relationships education

- Relationships education is taught through our PSHE scheme of work, supported by our Child Protection/Safeguarding Policies; SEAL (Social and Emotional Aspects of Learning) see Appendix 2; Computing and E-Safety; and Science curriculum. See Appendix 1
- Children with additional needs or SEN are supported to access Relationships learning in the most appropriate way possible.
- Staff receive training on delivering Relationships education including at INSET, new policies and documents
- Where appropriate outside agencies like the school nurse or other organisations that provide relevant resources will be involved in the teaching of Relationships Education. Parents/carers will be informed of any visitors who will be involved in the Relationships programme.
- At Wootey Infant School, we strive to build positive and supportive relationships with families, therefore we take seriously any issue that parents may raise with teachers or governors regarding this policy or the teaching of RSE. Parents are consulted regarding changes to our Relationships policy. **However, parents cannot withdraw their children from Relationships Education.**

- Staff will immediately inform the Designated Safeguarding Lead (DSL) if they have any concerns over disclosures.

Guidelines

The following documents should be referred to:

- Learning Policy
- Golden Rules
- Silver Learning Code
- SEAL

Reference will be made to NCC guidance documents, which promote and support the development of Relationships Education and to other materials such as SEAL.

Monitoring and review.

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request. The children's experience is carefully monitored through a range of activities including: work sampling; learning walks and pupil conferencing by the subject leader. This Relationships Education policy is the governors' responsibility and they review its effectiveness on a regular basis. They do this by discussion with the Headteacher and monitoring according to the Learning Policy Core Value Statements.

The school actively seeks and welcomes the views of parents, teachers and pupils on this subject.

This policy should be read in conjunction with the following:

- PSHE
- SEAL
- Science
- ~~Computing~~
- E-Safety
- Learning Policy
- Golden Rules
- Silver Learning Code
- Child Protection Policy
- Safeguarding Policy
- Confidentiality Policy

Appendix 1

The Science Curriculum states:

Y1 - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Non stat guidance - Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Y2 - Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults

Non stat guidance - They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Appendix 2

SEAL Units

New beginnings, Getting on and Falling Out, Going for Goals, Good to be Me, Relationships, Changes

Appendix 3

Sex and Relationships Education is divided into five areas:

By the end of Primary, pupils should know-

Families and people who care for the pupil

- 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

Caring friendships

- 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

Respectful relationships

- 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
- 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

- 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

- 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, for example family, school or other sources