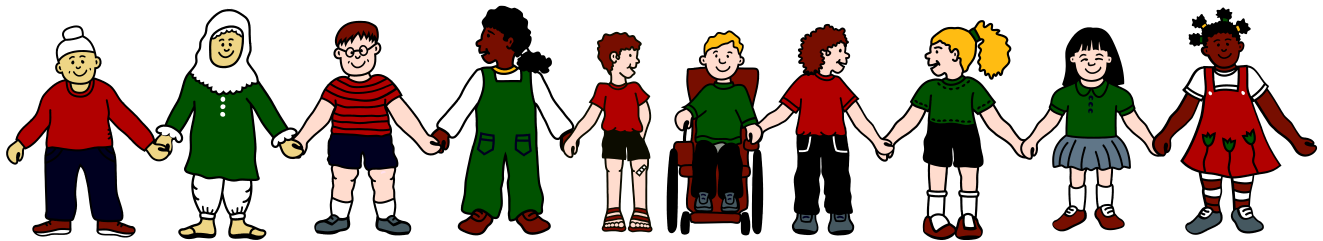


THE GILES NURSERY AND INFANTS' SCHOOL



Relationship Education Policy

Authors: Mrs. D. Clark

Date of Issue: October 2024

Review Date: October 2026

**The Giles Nursery
And
Infants' School**

**Relationship Education Policy
To read alongside our PSHCE policy**

1. Introduction:

The Giles Nursery and Infants' School is a lovely oasis of calm and creative learning. We understand how young children learn and provide a richly creative environment in which our children enjoy abundant and engaging learning experiences. These promote ownership of learning and lead to high standards of achievement. We are an inclusive school that strives to maintain a loving and caring school community where everyone feels welcome, secure and valued. Children develop independence, responsibility, compassion and good manners through a detailed and extensive personal, social, health and citizenship education (PSHCE) programme.

The Relationships Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools. This became active from September 2020.

Sex education is not compulsory in nursery and infant schools. All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010.

The curriculum must:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Schools must consult with parents / carers in developing and reviewing their policy. This policy is published on the school website and is available free of charge from the school office to anyone who asks for a copy.

2. Rationale:

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 well-being, health and relationships and to build self-efficacy. Pupils also need to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex situations.

At the Giles Nursery and Infants' School, we believe that a carefully formulated programme for relationships education is crucial if we are to prepare children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Relationships education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. This means teaching our pupils how to treat others with kindness, consideration and respect and helping them to understand what a relationship is, what friendship is, what family means, who can support them and how they can keep themselves safe.

3. Aims and objectives:

- To provide age-appropriate health and relationships education, which is compliant with DfE guidelines.
- To meet the needs of all pupils, taking into account sex, race / ethnicity, sexual orientation, gender identity, family diversity, religion or belief and SEN, including disability.
- To create a climate that encourages children to identify and express their views and feelings and to respect the views of others.
- To promote openness and security, so that children feel able to ask questions.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To understand that feelings and actions have an impact on others.
- To enable pupils to develop the ability to form positive relationships and friendships.
- To recognise and accept the similarities and differences between themselves and others, and treat others with sensitivity.
- To learn the value of respect, love and care.
- To emphasise the role and value of family life and the importance of stable relationships for caring and sharing.
- To encourage all children to value themselves and others and to develop self-esteem and a positive self-image.

- To help children understand their bodies and prepare children for 'growing up'.
- To develop accurate vocabulary for communication about their bodies.
- To equip children with the appropriate personal skills needed to make sensible choices, which enable them to protect themselves and ask for help and support.
- To enable children to initiate reasoned and informed decision making, including saying 'no' to unacceptable behaviour.
- To provide the opportunity for children to understand and cope with personal safety, including online safety, helping them to recognise safe and unsafe situations and identify and be able to talk to someone they trust.

At the Giles Nursery and Infants' School, we promote an atmosphere that allows questioning where any questions raised will be answered accurately with sensitivity and related to family life, loving relationships and respect for others. We will support children in helping them to understand themselves, respect others and sustain healthy relationships. All children should feel at ease with themselves and around other people as they grow and develop.

4. How the curriculum is taught and who is responsible for teaching it:

At the Giles Nursery and Infants' School we will teach the statutory science curriculum but will not teach any additional content that could be regarded as sex education.

Relationship education is fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way. It will be taught by all staff through elements of the compulsory science curriculum, the school's personal, social, health, citizenship and economics programme (PSHCE), the religious education (RE) curriculum and the computing e-safety curriculum. It will be addressed using a theme based, cross-curricular approach appropriate to the early years foundation stage and key stage one, with due regard for the values of family life and supportive relationships. Work will be covered with individuals, groups or as a whole class as appropriate.

Children's questions will be unpredictable in their content. In the school context teachers will always attempt to give straightforward, factual answers, whilst making judgements such as:

- whether to answer immediately or at a later time
- whether to answer in the whole class situation or on an individual basis
- in what depth to frame the answer

- whether to refer the question to parents.

Staff will be sensitive to the range of different family situations and groupings.

5. Curriculum Content:

At the Giles Nursery and Infants' School, we predominantly follow the Jigsaw programme, which covers all aspects of relationships and health education within the context of a full PSHCE programme in an age-appropriate way. There will be times when wider resources will be accessed to ensure that lessons are relevant and meet the needs of all pupils.

Whole school topics are as follows:

- Being Me in My World: Understanding my place in the class, school and global community as well as devising learning charters
- Celebrating Difference: Anti-bullying (cyber and homophobic bullying included) and diversity work
- Dreams and Goals: Goal-setting, aspirations and resilience building
- Healthy Me: Drugs education (safety with medicine), self-esteem and confidence as well as healthy lifestyle choices (on and off line)
- Relationships: Understanding friendship, family and other relationships, conflict resolution and communication skills
- Changing Me: Relationship Education in the context of looking at and managing change

The information below, shows the specific areas of relationships education content for each year group covered by the Jigsaw programme:

Age

4-5 (Reception) Family life; making friends; falling out and making up; being a good friend; dealing with unkind behaviours; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.

5-6 (Year 1) Recognising unkind behaviours and how to deal with them; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, anus); respecting my body and understand which parts are private.

6-7 (Year 2) Assumptions and stereotypes about gender; understanding unkind behaviours; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-

operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology: penis, vagina, testicles, anus); assertiveness; appreciate that some parts of my body are private (swimwear rule).

The national curriculum requirements for science in key stage one state that pupils will learn to recognise and name the main external parts of the human body. That they will learn that humans can produce offspring and these grow into adults. They will be encouraged to develop their knowledge and understanding of growth from birth to adulthood and the needs of babies and young people.

Wherever possible teachers will use correct biological terms. It is vital that language used is clear, agreed by all staff and is non-offensive. All such judgements must take into account the age and maturity of the child/children.

Additionally, science teaching and learning provides pupils with many opportunities to develop their spiritual, moral, social and cultural development. The pupils examine some of the fundamental questions in life; for example, the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of our world. Science raises many social and moral questions. We give pupils the chance to reflect on the way people care for the planet, and how science can contribute to the way in which we manage the Earth's resources. Science teaches pupils about the reasons why people are different and, by developing the pupil's knowledge and understanding of physical and environmental factors, it promotes respect for other people.

Pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including socialising with their peers in the playground, through assemblies, themed weeks, such as One World Week and through our commitment to British Values and Value of the Month.

The additional resource of a Forest School supports pupils to develop self-esteem, confidence and resilience and to build relationships with others.

6. Evaluating, monitoring and assessment:

The curriculum leader for PSHCE is responsible for ensuring that every child at The Giles Nursery and Infants' School receives a high quality education in relationship education. This is carried out by following a rigorous monitoring schedule that draws on a wide range of evidence, including planning, lesson observations, pupil voice, work scrutiny, photographic evidence, display monitoring and assessments. The curriculum leader is responsible for reviewing the curriculum throughout the school and up-dating the school's curriculum maps and journeys when changes to the curriculum are made. This ensures that there is continuity and consistency in the curriculum intent, implementation and impact across the school. It is the curriculum leader's responsibility to ensure that long term planning documents are kept up-to-date and are available on the school's website.

The assessment tools that form part of the Jigsaw programme are used with each year group in key stage one to make class and individual assessments.

Individual attainment in PSHCE, which includes relationship education, is recorded on Arbor twice a year in February and June for key stage one pupils.

In the early years foundation stage (EYFS), individual assessments are made against the EYFS curriculum at the end of each term and recorded in Arbor.

Staff and pupils' views of the curriculum are gathered by the curriculum leader for PSHCE in order to strengthen the policy and ensure that it meets the needs of all pupils. Adjustments to the curriculum are made as a result.

The skills and knowledge acquired by each pupil through the relationship education curriculum is reported to parents in a summary statement as part of a pupil's annual report.

7. Equality and accessibility statement:

Under the provisions of The Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, sexual orientation or gender reassignment.

8. Accessibility:

At the Giles Nursery and Infants' School we recognise that relationship and health education must be accessible for all pupils. High quality teaching is differentiated and personalised to support all pupils. Teaching is sensitive, age and developmentally appropriate and delivered with reference to the law. The circumstances of individual children will be taken into account when planning relationships education to ensure that the needs of all pupils are appropriately met.

9. Children with SEND and vulnerable children:

Schools must make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for this subject. This is particularly important when planning for teaching pupils with special educational needs and disabilities. Content, teaching and resources may need to be tailored to meet the needs of specific pupils.

Relationship education can also be a particularly important subject for pupils with social, emotional and mental health needs. Such factors will be taken into consideration when designing and teaching the curriculum. The school employs a family support worker and is able to access a range external agencies to support the needs of pupils with SEND and vulnerabilities. Additional support may be delivered through 1:1 and small group intervention work.

10. The role of parents:

At the Giles Nursery and Infants' school, we recognise the vital role played by parents on the development of their children's understanding about relationships. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. At our school we work closely with parents to build a positive and supporting relationship, through mutual understanding, trust and co-operation. Parents need to know that the school's relationship education programme will complement and support their role as parents and that they can be involved in the determination of the school's policy.

We will:

- answer any questions that parents may have about the topics covered
- inform parents what will be taught and when through curriculum journeys on the school website
- take seriously any issue that parents raise with teachers or governors.

11. Withdrawal from sex and relationships education lessons:

Parents/carers have the right to withdraw their children from sex education. There is no part of our curriculum which is focused on sex so there is no right to withdraw from any part of our relationships or health education.

12. The role of other members of the community:

At the Giles Nursery and Infants' school, we encourage other valued members of the community to work with us to provide advice and support to our pupils with

regard to health education; in particular, members of the Local Health Authority, such as the school nurse.

13. External agencies and visitors:

At the Giles Nursery and Infants' School we work closely with a range of external organisations. We recognise that external organisations can enhance delivery of the curriculum and support the needs of individuals by bringing in specialist knowledge and different ways of engaging with pupils.

Staff will ensure that the teaching delivered by the visitor fits with their planned programme and the school's policy. It is important that prior to the visit, checks have been undertaken to establish details of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.

The school will ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs). It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Use of visitors will enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

14. Confidentiality

Teachers will respond sensitively if a child discloses any information which is considered to be a child protection issue. Teachers or any member of staff will follow protocol outlined in our Child Protection Policy and alert the DSL (Designated Senior Lead).

15. Resources:

The Jigsaw resources have been distributed to each year group and include a hard copy of the Jigsaw handbook, chime bar and a cuddly Jigsaw piece and cat. Jigsaw assemblies and book list are kept on the school server to enable all staff to be able to access as needed.

The curriculum leader for PSHCE will review the availability of resources as part of their subject monitoring and will purchase resources required to support the delivery of the relationships education curriculum from the allocated budget.

15. Governors:

As well as fulfilling their legal obligations, the governing body and senior leadership team should also make sure that:

- all pupils make progress in achieving the expected educational outcomes

- the subjects are well led, effectively managed and well planned
- the quality of the provisions is subject to regular self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

16. Monitoring and review:

The PSHCE curriculum leader and headteacher will monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

This policy will be subject to regular review in consultation with all staff, governors and parents on a biennial basis. The chair reports his/her findings and recommendations as necessary to the full governing body and if the policy needs modification. The chair of governors gives serious consideration to any comments from parents and makes a record of all such comments.

Other policies:

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding policy
- Anti-bullying policy and procedures
- Confidentiality procedures
- Science policy
- Equality policy
- P.E.
- R.E.
- P.S.H.E. and Citizenship
- Drugs Education Policy
- E-Safety Policy
- British Values Policy

Review date: October 2024

Next review: October 2026