MANOR LEAS INFANT SCHOOL

Little People, Big Ideas

Relationships Education Policy

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Author	Headteacher

Relationships Education Policy for Manor Leas Infant School

1. **Introduction**

   At Manor Leas Infant School we agree that Relationships Education is 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of: marriage for family life, stable and loving relationships, respect, love and care.' (DfEE July 2000)

   Relationships Education reflects the values of the PSHE programme. Relationships Education will be taught in the context of relationships and health education. In addition, Relationships Education will promote self-esteem and emotional health and well-being to help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

2. **Aims and Objectives for Relationships Education**

   Through the implementation of our Relationships Education, we aim to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

   We endeavour to achieve our aims through the following objectives:

   - To provide the knowledge and information to which all pupils are entitled;
   - To clarify/reinforce existing knowledge;
   - To raise pupils' self-esteem and confidence, especially in their relationships with others;
   - To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
   - To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
   - To provide the confidence to be participating members of society and to value themselves and others;
   - To help gain access to information and support;
   - To develop skills for a healthier, safer lifestyle;
   - To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
   - To respect and care for their bodies;
   - To be prepared for puberty and adulthood.

3. Relationship Education Legislation and Guidance:

Section 2.5 of the 2014 National Curriculum framework document states that: "All schools should make provision for Personal, Social, Health and Economic education (PSHE), drawing on good practice." The DfE also published a guidance document on PSHE education to go alongside the new 2014 curriculum. This stated that: "Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the National Curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle."

Whilst Relationships Education is compulsory for all primary schools, Sex Education is not and we do not teach any aspect of Sex Education other than that which is taught through Science (see below).

4. The teaching programme for Relationships Education

4.1 Legal requirements:

All schools must teach the following as part of the Science National Curriculum (parents **do not** have the right to withdraw their child/children):

Early Years Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing Personal, Social and Emotional Development (PSED) learning opportunities they develop skills to form friendships and think about relationships with others.

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense;
- Notice that animals, including humans, have offspring which grow into adults;
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air);
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Through work in Science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death

and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

5. The organisation of Relationships Education

Relationships Education is mainly delivered through Science, RE and PSHE. We use the My Happy Mind programme to teach PSHE which fully aligns with the Relationships and Sex Education curriculum. Relationships Education is generally taught by teaching staff and, when appropriate, outside visitors. Children will be taught in mixed gender classes so that they grow up being aware, respectful and sensitive to each other's differences. All staff will use the correct terms for all body parts. Teachers will avoid the use of slang but address this language appropriately if it arises. A range of teaching methods which involve children's full participation are used to teach RE. These include use of video, stories, discussion, drama and role-play.

6. Specific Issues

6.1 Parental consultation

The school seeks parental views every two years when reviewing the Relationships Education policy. The school also includes the Relationships Education policy on the school website. Parents do not have the right to withdraw their children from any aspect of Relationships Education. Parents **do have the right to withdraw** their children from those aspects of Sex Education not included in the National Curriculum for Science, but we do not teach that at our school.

7. Child Protection / Confidentiality

Teachers are aware that effective Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If a child makes reference to being involved in sexual activity, the teacher will take the reference seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. The teacher will not try to investigate, but will immediately inform the named person for child protection about their concerns. (See Safeguarding Policy and Confidentiality Policy). A member of staff cannot promise confidentiality if concerns exist.

8. Dealing with difficult questions

Difficult questions will be answered as honestly and as directly as possible in all year groups. However, at the discretion of the teacher, this might be on an individual basis rather than as a whole class. A question/worry box may be used to avoid embarrassment to pupils wishing to ask an important question which would also allow time for the teacher to prepare an appropriate answer. (Please see Appendix)

9. **Use of visitors**

   When appropriate, visitors may be involved in the delivery of Relationships Education.

10. **Children with Special Educational Needs**

    Teaching and resources will be differentiated as appropriate to address the needs of these children, in order for them to have full access to the content of Relationships Education.

11. **Monitoring and Evaluation**

    Monitoring is the responsibility of the Headteacher and the PSHE Leader. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, book looks, surveys, staff, child and parental voice. The effectiveness of the RE programme will be evaluated by assessing children's learning and implementing change if required.

    This policy document is placed on the school website and is available from the school for parents and staff.

12. **Policy Review**

    This policy will be reviewed annually and approved by the full trustee board.