



Relationships Education Policy

Approved by: LGB

Date: November 2022

Next review due by: November 2023

1. Aims

The aims of Relationships Education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves

At Stoughton Infant School, we are passionate about creating a caring and nurturing ethos that helps children to thrive. We aspire to help every child develop as a whole person and we believe that effective Relationship Education can make a significant contribution to their ability to establish and maintain stable and loving relationships. It also enables children to respect others, make responsible and informed decisions about their health and wellbeing and also promotes the British values of tolerance.

2. Statutory requirements

As an infant school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching Relationships Education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Stoughton Infant and Nursery School, we teach Relationships Education as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the new guidelines.
3. Parent/stakeholder consultation – parents and any interested parties were invited to look at the policy, the curriculum overview as well as some of the resources we use.
4. Pupil consultation – we investigated what exactly pupils want from their Relationships Education
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

Relationships Education involves a combination of sharing information and exploring issues and values.

5. Curriculum

Our curriculum overview is set out in Appendix 1. We adapt this as and when necessary, to meet the children's needs.

6. Delivery of Relationships Education

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. At Stoughton Infant and Nursery School, our PSHE curriculum is split into the three key themes of Health and Wellbeing, Relationships and Living in the Wider World. These three themes have equal weighting and importance within our teaching, and topics are taught on a rolling, spiral basis. Topics are revisited across year groups, and understanding is deepened. This allows for progression and retention of key skills and knowledge, and also the introduction of some concepts at an age-appropriate point.

PSHE sessions should be hands-on and engaging, using real situations to support the children's learning. We currently enhance and enrich our curriculum by using 1 Decision resources. We also use a variety of visitors and themed weeks to complement our PSHE curriculum and deepen the learning.

PSHE is also taught through cross-curricular opportunities, for example Science, e-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology

Assemblies support the delivery of relationships education through planned themes and are used to focus upon on our school values, positivity, courage, perseverance, love and nurture.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Equal Opportunities

The school is committed to the provision of Relationships Education to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

8. Roles and responsibilities

8.1 The Governing Board

The governing board has delegated the approval of this policy to the Headteacher.

8.2 The Headteacher and PSHE Lead

The PSHE lead and the headteacher are responsible for ensuring that relationships education is taught consistently across the school

8.3 Staff

Staff are responsible for:

- Delivering relationships education in a sensitive way
- Modelling positive attitudes to relationships education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching relationships education are encouraged to discuss this with the headteacher.

Staff who are responsible for teaching Relationships Education are teachers and teaching assistants.

8.4 Pupils

Pupils are expected to engage fully in relationships education and, when discussing issues related to relationships education, treat others with respect and sensitivity.

9. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

10. Monitoring Arrangements

The delivery of relationship education is monitored by Rachel Horton, the PSHE lead through: monitoring arrangements, such as planning scrutinies, learning walks, and pupil voice etc.

Pupils' development in relationships education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by Rachel Horton (PSHE lead) At every review, the policy will be approved by the Headteacher.

Appendix 1

PSHE Pathway

	Autumn	Spring	Summer
<p>Our Values: positivity courage perseverance love nurture</p> <p>Our Rules: be kind, be positive, be polite</p>			
Themes	Relationships	Living in the Wider World	Health and Well-Being
<p>Growth Mindset Mantras to reinforce</p>	<p>We remember that our brains are making new connections and growing all the time. Dojo</p> <p>We are not afraid of making mistakes – we can learn from them. Green means growth. Dojo</p>	<p>The power of yet - We can't do it yet.- Dojo</p> <p>We never give up – perseverance is the key if we are to succeed. Dojo</p>	<p>We challenge ourselves and take risks.</p> <p>We learn from each other.</p> <p>Dojo 1 Dojo 2 Dojo 3</p>
<p>Enrichment weeks and visits</p>	<p>Feeling Good week Anti-bullying week Road safety day NSPCC Pants are Private Assembly Fire Safety Talk –Year R and Year 2 EYFS toothbrush and toothpaste sent home</p>	<p>Internet safety day Internet safety talk for Parents Nurse visit- hand washing Global recycling Day Visiting Dentist</p>	<p>Healthy Living week Earth Day Endangered animal assembly by David Shepherd Wildlife Trust First aid training Smile Day - oral hygiene</p>
<p>Nursery</p>	<p>To begin to understand school rules and values. To begin to make friends</p>	<p>Develop their sense of responsibility and membership of a community. Begin to understand how others might</p>	<p>To become more outgoing with unfamiliar people, in the safe context of their setting.</p>

	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Show more confidence in new social situations</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>be feeling.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To begin to understand how to stay safe online.</p>	<p>To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>To begin to show an awareness of hygiene practices.</p> <p>To begin to understand how they can stay healthy by make healthy choices about food, drink, activity and tooth brushing.</p>
Reception	<p>To understand the school rules and values.</p> <p>To develop a positive sense of themselves and others.</p> <p>To form positive relationships and develop respect for others.</p> <p>To develop social skills and learn how to manage their feelings.</p> <p>To understand appropriate behaviour in groups.</p> <p>To have confidence in their own abilities.</p>	<p>To make sense of their physical world.</p> <p>To make sense of their community.</p> <p>To use opportunities to observe and explore.</p> <p>To find out about people, places, technology and the environment.</p> <p>To begin to understand how to stay safe online.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>To work and play cooperatively and take turns with others.</p> <p>To form positive attachments to adults and friendships with peers;</p> <p>To show sensitivity to their own and to others' needs.</p> <p>To begin to show an awareness of hygiene practices.</p> <p>To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
EYFS RSE Vocabulary	Private parts, dress, undress, clean, dirty, towel, hands, toothpaste, hairbrush, comb, family, mum, dad, brother, sister, grandma, granddad, stepmum, stepdad		
Year 1	<p>To understand and follow the school rules and values.</p> <p>To understand the roles of</p>	<p>To understand what rules are and why we follow them.</p>	<p>To know how to keep healthy based on food and exercise.</p>

	<p>different people and that there are different types of families.</p> <p>To understand they should feel cared for and care for others.</p> <p>To understand what privacy is and to seek permission for things.</p> <p>To understand that their behaviour affects others and how to be polite and respectful.</p>	<p>To know how to care for others and support their needs.</p> <p>To know how and why we care for the environment.</p> <p>To know how to use online services to communicate and do this safely.</p> <p>What are your strengths and interests? Does this link to any jobs in your local community? What jobs are available?</p>	<p>To understand some hygiene routines including sun safety.</p> <p>To recognise what makes them unique and special.</p> <p>To learn how to manage their emotions when things go wrong.</p> <p>To learn ways of keeping safe online.</p> <p>To understand how rules and age restrictions keep us safe.</p>
Year 1 Vocabulary	Private parts, clean, similar, different, family, boy, girl, male, female		
Year 2	<p>To show a greater understanding of the school rules and values in discussions.</p> <p>To understand ways to make friends.</p> <p>To understand what to do if they are feeling lonely and how to get help.</p> <p>To recognise behaviour that is hurtful.</p> <p>Recognise what is similar and different about ourselves.</p>	<p>To understand what it means to belong to a group.</p> <p>What are your roles and responsibilities?</p> <p>To know how we use the internet in everyday life.</p> <p>To understand what money is and how to look after it.</p>	<p>To understand why sleep is important.</p> <p>Keeping healthy; teeth and medicines including safety.</p> <p>To learn ways of managing your feelings and when to ask for help.</p> <p>Growing older; life stages. Including naming body parts.</p> <p>How to keep safe in different environments; keeping safe at home.</p> <p>Learning what to do in an emergency.</p> <p>Moving on to a new class.</p>

	To understand what a secret is; when it is ok to keep or when it is necessary to share. Working and playing co-operatively.		
Year 2 Vocabulary	Private parts, penis, vagina, similar, different, gender roles, stereotypes, boy, girl, female, male		