



Eastfield Infant and Nursery School

Relationships Education Policy including Sex Education

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Aims

At Eastfield Infant & Nursery School, we aim to:

- Promote and celebrate the family, recognising the need for caring relationships
- Value each person's individuality and identity and the role they play in the community of the family, the school and society
- Promote an attitude of respect and care for self and others
- Answer any questions asked in an honest and sensitive way, appropriate to the age and maturity of the child
- Promote increased independence as pupils grow through the school
- Develop children's interpersonal and communication skills
- Develop our pupils' positive values and give them a moral framework that will guide their decisions and behaviour
- Help them to understand the attitudes and skills needed to maintain their health both physical and mental
- Teach children how to value, care for and respect their bodies
- Enable children to know how to approach an adult if they need help or have questions

2. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health 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. At this early stage of school life, this education tends to be taught through a timetabled PSHE programme and through themes on growth and caring for our bodies taught in Science.

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we have towards one another. We strive to feel that every child feels valued and represented in our school as a whole and specifically through our Relationships Education provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, and other protected characteristics (pregnancy or maternity, marriage or civil partnership or sexual orientation). We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils

with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

3. Policy Development

This policy has been developed in consultation with staff, pupils (through the School Council) and parents. The consultation and policy development involved the following steps:

1. Review – PSHE / Mental health lead pulled together all relevant information including relevant national and local guidance.
2. PSHE /Mental health lead looked at lesson planning to ensure we were compliant with new statutory guidance within our PSHE / Religious Education curriculum and all new objectives covered.
3. PSHE /Mental health lead and Head teacher discussed the policy and what we would include and how we would consult with parents.
4. Parents were sent a letter explaining the changes and inviting their responses.
5. Staff were given the chance to look through the policy and make recommendations.
6. Pupil consultation – we investigated what pupils felt they wanted to learn about in Relationships Education.
7. Ratification – once the new policy was finalised, it was shared with governors and ratified.

Definition:

The focus of Relationships Education is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Curriculum:

Our Relationships Education curriculum has been developed using the statutory guidance found in the Department for Education statutory guidance (Appendix 1) and the PSHE Association 'We've got it covered' guidance (July 2019) as well as a model policy from the Cambridgeshire SPSHE Service. We use the Cambridgeshire Primary Personal Development Programme Framework for Year 1 & 2 and the Early Years Foundation Stage Early Learning Goals to teach Relationships Education as well as other Personal, Social, Health Education objectives (See Appendix 2 for a curriculum overview).

Delivery of Relationships Education:

Relationships Education is taught through timetabled PSHE, Computing, Religious Education and Science lessons by focusing in learning objectives designed to build children's learning year on year as they move through the school.

Relationships Education Themes of learning are

- 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 stigmatisation of children based on their home circumstances (families can include single parents 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.

Roles and responsibilities:

The role of Governors – The school Governing Body will approve the Relationships Education policy and hold the Head teacher to account for its implementation.

The role of head teacher - to ensure that both staff and parents are informed about our Relationships Education policy, that the policy is implemented effectively. It is also the head teachers' responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The role of staff – Staff are responsible for delivery Relationships Education in a sensitive way and modelling positive attitudes towards Relationships Education. Teachers will monitor progress and will respond to the needs of individual pupils. The Relationships Education and PSHE co-ordinator is Nicky Oliver.

The role of Parents – to support our parents to understand what we teach and how they can help their children we will inform parents about the school's Relationships Education policy and practice and answer any questions that parents may have about the relationship education of their child

Relationships and Sex Education:

Relationships and Sex Education (RSE) RSE is about the emotional, social and cultural development of pupils. At infant school level, it involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is **not** about the promotion of sexual activity and we do **not** teach Sex Education, (which is how a human baby is conceived and born). Relationships and Sex Education is not compulsory in Primary Schools. At Eastfield Infant and Nursery School, though we are not required to provide sex education, we do need to teach the part of the science national curriculum relating to humans and growth:

In Year 1 the children are taught to:

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

In Year 2 the children are taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Parents' right to withdraw:

Consistent with DfE guidance, parents do not have the right to withdraw their children from Relationships Education (taught through PSHE) or lessons teaching the science national curriculum.

Training:

Staff are trained in curriculum subjects as part of continuing professional development. Mental Health training is a recent focus at Eastfield Infant & Nursery School. The PSHE lead regularly attends training provided by the PSHE Service for Cambridgeshire.

Monitoring Arrangements and Assessment:

The Head teacher, Senior Leadership Team, Curriculum co-ordinators and Mental Health lead conduct regular monitoring activities including; learning walks; book scrutinies; planning scrutinies; environment walks; pupil voice exercises; and curriculum carousel staff meetings. Pupil's development in Relationships Education will be monitored by class teachers as part of our internal assessment systems and through everyday observations and lessons.

Learning in PSHE can be difficult to assess because much of it relies on children reflecting on their individual identity – their qualities, attitudes, skills, achievements and influences. Our aim in PSHE assessment in KS1 is not to 'pass or fail' but to look at where children are in their understanding at key points each term through a pre-selected piece of work. These pieces of work are recorded in the children's books. Teachers make informal daily assessments on how children are developing these skills aided by our school behaviour policy.

This policy will be reviewed by the PSHE lead every three years. At every review the policy will be approved by the Governing body.

Appendix 1

Foundation Stage

<u>Personal, Social and Emotional Development</u> <u>Nursery</u>	<u>Self- Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>
Autumn Term	Securing any range 4 skills and beginning to introduce range 5 skills. <ul style="list-style-type: none"> - Become more outgoing with unfamiliar people, in the safe context of their setting. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt 	Securing any range 4 skills and beginning to introduce range 5 skills. <ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Enjoys a sense of belonging through being involved in daily tasks situations and being able to express their needs and ask adults for help 	Securing any range 4 skills and beginning to introduce range 5 skills. <ul style="list-style-type: none"> - Seeks out companionship with adults and other children, sharing experiences and play ideas - Develop their sense of responsibility and membership of a community. - Show more confidence in new social situations.

Spring Term	<p>Working within range 5</p> <ul style="list-style-type: none"> - Begin to understand how others might be feeling - Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants 	<p>Working within range 5</p> <ul style="list-style-type: none"> - Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers - Increasingly follow rules, understanding why they are important. - Is sensitive to others' messages of appreciation or criticism 	<p>Working within range 5</p> <ul style="list-style-type: none"> - Play with one or more other children, extending and elaborating play ideas - Uses their experiences of adult behaviours to guide their social relationships and interactions - Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it
Summer Term	<p>Securing range 5</p> <ul style="list-style-type: none"> - Develop appropriate ways of being assertive - Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings - Understands that expectations vary depending on different events, social situations and changes in routine, 	<p>Securing range 5</p> <ul style="list-style-type: none"> - Do not always need an adult to remind them of a rule. - Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others - Shows their confidence and self-esteem through being outgoing towards people, taking risks and 	<p>Securing range 5</p> <ul style="list-style-type: none"> - Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers - Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play

	and becomes more able to adapt their behaviour in favourable conditions	trying new things or new social	
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<u>Personal, Social and Emotional Development</u>	<u>Self- Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>
<u>Reception</u>			
Autumn Term	<p>Securing range 5 and working within range 6</p> <ul style="list-style-type: none"> - Understands their own and other people's feelings, offering empathy and comfort - Talks about their own and others' feelings and behaviour and its consequences - Is aware of behavioural expectations and sensitive to ideas of justice and fairness 	<p>Securing range 5 and working within range 6</p> <ul style="list-style-type: none"> - Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group - Has a clear idea about what they want to do in their play and how they want to go about it - Shows confidence in choosing resources and perseverance in carrying out a chosen activity 	<p>Securing range 5 and working within range 6</p> <ul style="list-style-type: none"> - Develops particular friendships with other children, which help them to - Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations - Is proactive in seeking adult support and able to articulate their wants and needs
Spring Term	<p>Securing range 6, beginning ELG</p> <ul style="list-style-type: none"> - Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people 	<p>Securing range 6, beginning ELG</p> <ul style="list-style-type: none"> - Recognises that they belong to different communities and social groups and communicates freely 	<p>Securing range 6, beginning ELG</p> <ul style="list-style-type: none"> - Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others

	<ul style="list-style-type: none"> - Is more-able to manage their feelings and tolerate situations in which their wishes cannot be met - Seeks support, “emotional refuelling” and practical help in new or challenging situations. - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise 	<p>about own home and community</p> <ul style="list-style-type: none"> - Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms 	<ul style="list-style-type: none"> - Is increasingly flexible and cooperative as they are more-able to understand other people's needs, wants and behaviours - Is increasingly socially - Understand different points of view and to challenge their own and others' thinking skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support
Summer Term	<p>ELG</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions 	<p>ELG</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>ELG</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs

	involving several ideas or actions.		
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Key Stage 1 (Year 1/2)

Statutory Science Curriculum	<ul style="list-style-type: none"> • that animals, including humans, move, feed, grow and reproduce • that humans and other animals can produce offspring and these grow into adults • recognise and compare the main external parts of the bodies of humans and other animals • recognise similarities and differences between themselves and others, and to treat others with sensitivity
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The following section gives the ideas our children will engage with as part of our planned RE provision. These are taken from the statutory guidance provided in the document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)' and cross references with lesson plans and learning objectives from the Cambridgeshire Primary Personal Development Programme Framework for Year 1/2.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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 • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The importance of respecting others • 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 • 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

Online relationships	<ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others • 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 • Recognise main external parts of the body including agreed names of sexual parts. • Describe what their bodies can do. • 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 e.g. family, school and/or other sources

Appendix 2 – Curriculum Overview

PSHE curriculum overview

Foundation stage

Across the year children will:

- Learn how to understand their own feelings and those of others.
- Be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
- Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.
- Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Year 1

Across the year children will:

- Learn about why having good relationships with family, friends and the wider community is important and how they should be positive relationships.
- Learn how to be a good friend and understand the role of respect in developing strong friendships with a wide variety of people.
- Learn to keep themselves safe by: learning about privacy in relation to their bodies, understanding how to keep safe online and understanding that some substances may harm them, knowing how to make an emergency call.
- Learn how to keep physically and mentally healthy by taking part in regular exercise and rest.
- Learn that they will experience a range of different emotions and feelings and that these are all OK.
- Learn about change and what this can look like and what it means for them.

Year 2

Across the year children will:

- Learn about the characteristics of good relationships with family, friends and the wider community and how relationships can look different within these institutions.
- Learn about the characteristic of good friendships including how to take practical steps to show respect, and how to manage boundaries within friendships.
- Learn how to keep themselves safe by: learning about safe and unsafe touch, knowing the names of key parts of their bodies, learning clear rules about contact and behaviour online, to learn which household substances and medicines may harm them, knowing how to make an emergency call and how to give information clearly.
- Learn how to keep healthy by understanding what things, both positive and negative may affect their physical and mental health.
- Learn about a wide range of emotions and feelings, learn how to ask for support and help when needed and to begin to learn strategies for dealing with difficult emotions and feelings through YOYOB.

- Learn about how they may feel about, and how to cope with change and the emotions it may bring.

Additional PSHE activities:

Anti-bullying week, Road Safety week, Internet safety, Mental health day.