

Windlesham Village Infant School

Relationships Education Policy

Date: March 2019

Review: October 2021 (LAB December 2021)

Rationale

Relationships education should contribute to promoting the spiritual, moral, cultural and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

This Policy was written in collaboration with parents, carers and families, school staff and Governors in accordance with the DfE guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (Feb. 2019) and supplementary guidance issued by the PSHE Association. This policy should be read in conjunction with the following policy documents:

- Child Protection and Safeguarding
- Learning and Teaching
- SEND
- Single Equalities
- Science
- RE
- E-Safety
- PSHE
- Anti-Bullying

What is Relationship Education?

At Windlesham Village Infant School we see the core of relationship education to be concerned with enabling children to value themselves and their bodies, foster respect, love and care of others, understanding and valuing participation in stable and loving relationships, including marriage and wider family life, and tolerance of others' relationship decisions. We also see it as teaching how the human body works, understanding the human life cycle and helping parents to prepare children for physical and emotional changes in their lives. Keeping safe online and making judgements about what is appropriate online behaviours are also skills we see as vital.

At Windlesham Village Infant School, we will aim to:

- Maintain a happy, caring environment in which children feel secure to grow and develop intellectually, socially, emotionally, culturally, spiritually and physically
- Set high standards of achievement and to have high expectations of all children
- Provide a broad and well taught curriculum where children have many wide experiences
- Continue to work in close partnership with parents and the wider community
- Give children opportunities to develop independence and the responsible attitudes that will enable them to become active and caring members of the community

Relationships Education in our school aims to:

- Help and support children through their physical, emotional and moral development
- Help children to develop skills and understanding they need to live confident, healthy and independent lives including looking after their mental health
- Provide accurate information and help children develop skills to enable them to understand difference and respect themselves and others, and for the purpose of preventing and removing prejudice
- Promote spiritual, moral, cultural, mental and physical development of children at school, and help prepare them for the opportunities, responsibilities and experiences of adult life
- Enable children to respect themselves and others
- Build self-esteem and confidence and inform children how they can protect themselves and ask for support
- Equip children with communication and decision making skills to enable them to make wise choices and responsible decisions

How is Relationships Education provided?

A planned, progressive programme of Relationships Education gradually and appropriately begins to prepare children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes they will experience as they grow and mature into healthy, confident and responsible adults.

In line with national recommendations, Relationships Education at Windlesham Village Infant School is delivered through the PSHE, Science, PE and Computing curricula. Throughout the school we promote 'Kelso's Choices' - a framework for resolving minor daily conflicts. Where we work with outside agencies, this will be to enhance learning rather than *replace* the class teacher. We will check appropriateness of the content and follow our safeguarding procedures before inviting outside agencies to work with our children.

Relationships Education at Windlesham Village Infant School will cover the following areas:

Attitudes and Values

- Learning about the values of family life and stable relationships
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on understanding differences and with the absence of prejudice
- Providing opportunities for children to develop the ability to understand the consequences of their decisions and actions, and to manage conflict

Knowledge and Understanding

- Information about healthier, safer lifestyles and tolerance of alternative lifestyles
- Physical development
- Emotions and relationships

Teaching Sensitive and Controversial Issues:

Sensitive and controversial issues are certain to arise in learning from real-life experiences. Teachers will be prepared to handle personal issues which arise in lessons, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive or controversial, because they have a political, social or personal impact or deal with values and beliefs, include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable and practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their teachers or peers.

Answering Difficult Questions:

Staff members are aware that views around Relationships Education related issues are varied. However, while personal views are respected, all Relationships Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have a right to a different opinion. Both formal and informal Relationships Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead if necessary. Our school believes that Relationships Education should meet all the needs of all pupils. We will look to answer appropriate questions and offer support, regardless of their developing identity and sexuality and deal honestly and sensitively with gender identity and sexual orientation. Bullying of any kind is dealt with strongly yet sensitively. The school will liaise with parents/carers to reassure them of the content and context.

Working in Partnership with Parents:

Parents are the key people in:

- Teaching their children about relationships
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up

Windlesham Village Infant School is committed to working with parents and carers. All parents have access to this policy on the school website and can request a paper copy from the school office.

Confidentiality and Child Protection:

Relationships Education will take place in a secure and supportive environment, however children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in delivering and supporting Relationships Education should be alert to the signs of abuse, neglect and exploitation. The school has a separate Child Protection policy document. Effective Relationships Education may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

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 culture, faiths and family backgrounds. Where necessary, teachers will ensure that content is differentiated to meet the different needs of pupils.

Progression of Relationships Education at Windlesham Village Infant School:

Reception

Personal, Social and Emotional Development from Development Matters in the EYFS	
Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
Self-confidence & Self-awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
Managing Feelings & Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Physical Development from Development Matters in the EYFS	
Health & Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Understanding the World	
People & Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

YEAR 1 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference' Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body' NSPCC – The underwear rule resources (PANTS)
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people'
Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H39	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	1 decision (5-8) -Keeping/staying healthy £ Islington Healthy Schools Team – DrugWise £ *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

		<ul style="list-style-type: none"> • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	
Spring 2 What can we do with money?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	1 decision (5-8) – Money matters £
Summer 1 Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	1 decision (5-8) – Keeping/staying safe £
Summer 2 How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle' 1 decision (5-8) - Being responsible £ Alzheimer's Society -Creating a dementia-friendly generation (KS1)

YEAR 2 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	1 decision (5-8) - Relationships £
Spring 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life 	

<p>Spring 2</p> <p>What helps us to stay safe?</p>	<p>Health and wellbeing</p> <p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<p>Thinkuknow: Jessie and Friends</p> <p>1 decision (5-8) - Computer safety / Hazard watch</p> <p>£</p> <p>Red Cross - Life. Live it 'Stay safe'</p> <p>Islington Healthy Schools Team - DrugWise £</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
<p>Summer 1</p> <p>What can help us grow and stay healthy?</p>	<p>Health and wellbeing</p> <p>Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p>1 decision (5-8) - Keeping/staying healthy £</p>
<p>Summer 2</p> <p>How do we recognise our feelings?</p>	<p>Health and wellbeing</p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	<p>PSHE Association - Mental health and wellbeing lessons (KS1)</p> <p>1 decision (5-8) - Feelings and emotions £</p>