

# Windlesham Village Infant School

## Relationships Education Policy



**Reviewed:** Reviewed November 2023 and shared with our families for feedback. *To be discussed and ratified at the LAB in December 2023*

**Next review due:** November 2024

### **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 Relationships 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 behaviour 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 balance 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.

## Overview of Medium-Term Planning for EYFS (Reception Class)



### Unit summaries: RSE & PSHE (EYFS:Reception)

#### EYFS: Reception

##### Self-regulation: My feelings

Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.

##### Building relationships: Special relationships

Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.

##### Managing self: Taking on challenges

Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.

##### Self-regulation: Listening and following instructions

Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.

##### Building relationships: My family and friends

Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.

##### Managing self: My wellbeing

Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.

## Overview of Medium-Term Planning for Years 1 and 2.



### Unit summaries: RSE & PSHE (KS1)

#### Year 1

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.

Transition lesson: Helping Year 1 pupils with the transition to a new year and the changes that come with it.

#### Year 2

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	Learning about where money comes from, how to look after money and why we use banks and building societies.

Transition lesson: A lesson for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.