The Stalyhill Schools' Federation – Infant School

RELATIONSHIPS EDUCATION POLICY

Committee:	Full Governing Body
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Staff Member:	Headteacher
Governor:	Katie Buckley

POLICY on RELATIONSHIPS EDUCATION

At Stalyhill Infants we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

Rationale

At Stalyhill Infant School, we aim to provide a holistic approach towards the positive development of children's physical and mental wellbeing. Relationships Education is one piece of that jigsaw.

This school believes that a programme for Relationships Education, which is carefully integrated into the PSHE and Science curriculums, is crucial if we are to prepare children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

In respect of Relationships Education, Stalyhill Infant School will;

- Promote an atmosphere in school that encourages questioning, where questions raised will be answered accurately with sensitivity and related to family diversity, loving relationships and respect for others.
- Support children in helping them to understand themselves, respect others and sustain healthy relationships with friends and family.
- Ensure all children feel at ease with themselves and around other people as they grow and develop.
- Recognise the partnership of home and school, of parent and teacher, in this important area of personal development.
- Ensure that Relationship Education at Stalyhill Infant School always reflects the wider ethos of the school.
- Ensure that the Relationship Education carried out in the school is developmental and a foundation for further work in the Junior school.
- Ensure children are equip with the vocabulary to enable them to express their thoughts and range of emotions.

School must have regard to its duty to safeguard all pupils and handle any sensitive issues or disclosures carefully using the protocols in the Child Protection and Safeguarding policies.

Aims and Objectives of Relationships Education

Relationships education is statutory in primary schools from 2020. All pupils must take part in these lessons. At KS1 there will be no explicit references to sex within Relationships Education

Age appropriately and in line with statutory guidelines, Relationships Education will aim to;

- Encourage all children to value themselves and others and develop self-esteem and a positive self-image
- Develop confidence in talking, listening and thinking about feelings and relationships
- Enable pupils to develop the ability to recognise and form healthy and positive relationships; including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict
- Teach an awareness of different types of relationships, including friendships and family relationships (including different family arrangements and make up)
- Teach children skills and attitudes which prepare them to learn about loving and stable relationships in the future

- Emphasise the role and value of family life and the importance of stable relationships for caring and sharing
- Teach the value of respect, love and care
- Teach children awareness that feelings and actions have an impact on others
- Help children to recognize, accept and value the similarities and differences between themselves and others and treat others with sensitivity
- Encourage exploration of values and moral issues.
- Educate against discrimination and prejudice
- Enable children to develop critical thinking as part of decision making and exercise some basic techniques for resisting peer-group pressure
- Provide the opportunity for children to understand and cope with personal safety, helping them to recognise safe and unsafe situations and identify and be able to talk to someone they trust
- Help children to understand what constitutes safe and unsafe risk
- Enable children to develop emotional resilience
- Inform children on matters of personal hygiene and self-care

Organisation and delivery of Relationships Education

Relationships Education will be taught by the EYFS staff as part of the Foundation Stage EYFS curriculum. In KS1 the RE and the PSHE Curriculums will be taught by the TA level 4's and supported by the PSHE lead. The Science and ICT elements of RE will be taught by the KS1 teachers.

In KS1 we use the schemes of work 'You, Me, PSHE' and the Tameside Sex and Relationships and DAT Curriculums. Lessons are planned to ensure they are accessible to all children, provide challenge through questioning and use a range of multi-sensory approaches to ensure they are engaging and age appropriate. Through our Science lessons we teach the children that animals including humans, produce offspring that grow into adults. In KS1 children are also taught to name, locate and label the main part of the body.

The planning and delivery of our lessons will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Visitors are encouraged to support and enhance the delivery of the RE curriculum.

The RE policy should therefore be read in conjunction with the following curriculum documents;

- EYFS Curriculum statements
- RE Policy
- PSHE Policy
- Science Policy

It should also be read in conjunction with the following policies that are in place to help safeguard our children;

- Positive Behaviour and Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Child friendly Safeguarding Policy
- Looked After Children Policy
- SEND and Inclusion Policy
- Disability Equality Scheme and Equality Scheme
- Prevent Policy
- E-Safety Policy

Relationships Education is also included on Stalyhill Infant School's 'web' showing the holistic approach to the development of physical and mental wellbeing in all children.

Monitoring, reporting and evaluation

It is the PSHE Lead's responsibility to monitor and report to the head teacher and governors on the delivery of RE through lesson observations, pupil voice and by identifying and organising relevant RE training for staff as required. Through observation, discussion and evaluation of lessons the TA 4's will feedback to the teachers and use their evaluations to inform future planning, ensuring it meets the needs of the children and the context of our school.

Confidentiality

All RE lessons are taught in a sensitive manner, respecting the needs of all pupils. Ground rules for lessons have been devised with the children to promote a positive and supportive learning environment for all.

If a disclosure is made by a child during the delivery of an RE lesson, the staff will follow our safe guarding / child protection policy.

Parents

At Stalyhill we recognise and value the primary educator role that parents play in their childs' relationship and sex education. Our aim is to support and build on this role with parents, through trust, co-operation and mutual understanding of the curriculum.

*Therefore we will;
*Inform parents of the policy and make the policy available to parents on the school website
*Encourage parents to review the revised policy and feedback as necessary
*Answer any questions parents have about the RE and the RE policy
*Make the scheme of work available to parents on our school website
*Provide links to relevant documents and parental support in relation to RE on our school website

Policy Development

This policy has been developed in consultation with staff, governors and pupils. Parents are invited to review and feedback on the proposed policy. Ratification from governors will be sought following stakeholder opportunities to review and amend.

The following documents inform the school's RSE policy;

- Education Act (1996)
- Equality Act (2010)
- Learning and Skills Act (2000)
- Children and Social Work Act (2017)
- Keeping Children safe in Education- Statutory safeguarding guidance (2016)
- Education and Inspections Act (2006)