

THORNBOROUGH INFANT SCHOOL



Thornborough
Infant School

Relationships Education Policy

Signed:
Mrs L. Passenger
Interim Co-Headteacher

Signed:

Mr P. Luce
Chair of Governors

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Introduction

At Thornborough Infant School, we feel strongly that we are teaching children not just academic skills, but also preparing the children in our care to be life-long learners in accordance with our vision of 'Giving every child a chance to shine'.

Relationships Education covers physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. We live in an increasingly complex world and equipping children with good quality Relationships Education is vital to ensuring that they can be happy and healthy throughout their lives.

Consultation

The Relationships Policy was developed in consultation with staff, parents, governors, and partner agencies, including the School Nursing Team and police.

Policy Aims

The aim of Relationships Education is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour. The Relationships Education curriculum in Primary Schools aims to teach children the following:

- The physical development of their bodies as they grow into adults;
- The fact that humans reproduce;
- Respect for their own bodies and the importance of committed, long-term and loving relationships;
- The importance of marriage and family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- What they should do if they are worried

The policy should be read in conjunction with our equalities and cyber-safety policies, as well as our PSHE curriculum. It is compliant with the updated national guidance document, which can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The National Curriculum

Certain aspects of the Relationships strand of our PSHE (Personal, Social and Health Education) learning fall within the Science curriculum and are statutory – meaning that we are obliged to teach them by law. These are:

Key Stage 1:

Children should be taught

- that animals including humans, move, feed, grow, and use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of humans and animals.
- that humans and animals can reproduce offspring and these grow into adults.
- to recognise similarities and differences between themselves and others and to treat others with sensitivity.

In addition, we are aware that guidance indicates that all state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on Sex and Relationships Education (SRE) (DfEE, 2020). This states that: ‘both boys and girls are prepared for the changes that adolescence brings’ (1.64) Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.64).

All that we teach at Thornborough Infant School is in conjunction with our school values. We believe firmly that these values, which are interwoven with all areas of the curriculum, are the best way to teach respect, tolerance and compassion in all things.

In accordance with this advice, we have designed a curriculum which will allow children to gain an understanding of these vital ideas in a sensitive and age appropriate manner.

What we teach

All teaching is at an age-appropriate level and takes into account the understanding, emotional maturity and needs of the children in the class. Each year's learning is based on, and will return to, what has been covered in previous years.

Lessons will be evaluated and monitored in accordance with the school's Teaching and Learning policy.

| Year and Overall Theme | Group | Area of Learning | Lesson Content |
|---|-------|--------------------------|--|
| Throughout school – all curriculum areas | | Equalities | <ul style="list-style-type: none"> • How are we all different? Is this OK? • What do different families look like? • There is no such thing as 'normal' |
| | | Relationships and Safety | <ul style="list-style-type: none"> • Respectful relationships • Who do I talk to for help/advice? |
| Reception: Safety | | Personal Safety | <ul style="list-style-type: none"> • Safe/Unsafe play areas • Safe/Unsafe people |
| | | Personal Hygiene | <ul style="list-style-type: none"> • Hygiene – Hand washing, keeping clean etc. |
| Years One and Two: Relationships and Growing | | Gender | <ul style="list-style-type: none"> • Challenging male and female stereotypes |
| | | Relationships | <ul style="list-style-type: none"> • Explore different types of relationships e.g. family, friends, colleagues etc. • Principles of relationships (especially friendships) such as trust and honesty etc. |
| | | Communication | <ul style="list-style-type: none"> • Expressing feelings, staying safe and asking for help |
| | | Life-cycles | <ul style="list-style-type: none"> • The life cycle and babies e.g. the life cycle of a frog or butterfly, the human life cycle |
| | | Growth | <ul style="list-style-type: none"> • Explore changes and why they occur e.g. what is the difference between babies and grown ups? • Why are girls' and boys' bodies different? What do we call the different parts of girls' and boys' bodies? |
| | | Keeping safe | <ul style="list-style-type: none"> • Which parts of my body are private? • When is it OK to let someone touch me? • How can I say 'no' if I do not want someone to touch me? |

As stated above, this scheme of work should also be viewed alongside our School Values, cyber-safety and equalities policies.

Dealing with Sensitive Issues and Difficult Questions

Whilst we have prescribed some of the content for our learning and teaching, our Relationships Education should also provide opportunities for children to 'talk honestly and openly'. Therefore, questions may arise which are not directly within the scope of the scheme of work. In these circumstances, the teacher will respond to the questions appropriately, given the age and experience of the children. Where appropriate, a 'question box' will allow children to raise questions confidentially and also gives the teacher the opportunity to give a thoughtful answer rather than be put 'on the spot'.

A teacher may be asked a question which is not appropriate to the age and experience of the children in the class. In these circumstances the teacher will explain that this is a matter not dealt with in school, and encourage the child to consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

Partnerships with Parents

Thornborough Infant School is aware that the primary role in children's Relationships Education lies with parents and carers. We wish to build a positive and supportive relationship with parents/carers through mutual understanding, trust and co-operation.

In prompting this objective we:

- inform parents about the school's policy
- answer any questions parents might have about the Relationships Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships Education in the school;
- seek to work together with parents/carers to support the child with regard to Relationships Education.

We believe that, through this mutual exchange of knowledge and information, children will benefit from consistent messages about their changing bodies and increasing responsibilities.

Parents have the right to withdraw their child from all or part of the Relationships Education programme that we teach in our school. If a parent wishes their child to be withdrawn from Relationships Education lessons, they should discuss this with the Headteacher. It is not possible to withdraw pupils from the elements of the programme that are part of the science curriculum as these are statutory requirements, or from the statutory elements of the relationship curriculum.

Confidentiality and Safeguarding

Teachers conduct Relationships Education in a sensitive manner and in confidence. However, if a child makes reference to being involved, or possibly involved, in sexual activity, then the teacher will take it seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse.

The teachers will share any concerns with the Designated Safeguarding Lead (DSL). The matter will then be dealt with in line with our Child Protection Policy.