



FULMER INFANT SCHOOL

RELATIONSHIPS EDUCATION (including HEALTH EDUCATION) **POLICY** **INTENT**

At Fulmer Infant School our values, be kind, respect, be honest, achieve, are at the heart of all that we do as we strive for excellence in a nurturing environment. We work in partnership with parents/carers ensuring that children feel safe and happy as they become confident, life - long learners.

What is Relationships Education at Fulmer Infant school

Relationships Education is life long learning about ourselves including how we feel, self-esteem, relationships, rights and responsibilities.

Relationships Education is an entitlement for all young people. Difference and diversity must be taken into account when delivering Relationships Education. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to Relationships Education.

Relationships Education is most effective when provided in the wider context of social and emotional development. At Fulmer Infant School we deliver it as part of our PSHE curriculum as well as through our Science curriculum.

Relationships Education must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

Entitlements

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well- planned, well delivered Relationship Education programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non – judgemental manner

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of Relationships Education
- Contribute their views and ideas in support of the development of Relationships Education for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when Relationships Education is taught
- Understand their rights and responsibilities in relation to Relationships Education policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

This policy is consistent with current legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000).

IMPLEMENTATION

Relationships Education is taught within the PSHE framework

- Teaching methods take into account the developmental differences of children
- There is opportunity for discussion in whole class or small groups
- Teaching will focus on both boys and girls
- Each class will establish a set of ground rules that create a safe environment

Relationships Education is delivered by class teachers as part of the PSHE curriculum

Confidentiality

Teachers must reassure children that their best interests will be maintained but must ensure that children know that they cannot offer unconditional confidentiality, in line with our Child Protection policy

Expectations of Relationships Education:

Relationships Education is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in Relationships Education as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for Relationships Education. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the Co- Headteachers. When answering questions we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection (DSL) in line with the school policy.

In order to ensure the Relationships Education curriculum meets the needs of all:

- We will not promote one particular lifestyle over another
- We will not seek to gain consensus, but will accept and celebrate difference
- We will encourage respect and discourage abuse and exploitation

In relation to those with Special Educational Needs or Disability, we will review our Relationships Education programme to ensure that provision is made for those additional needs. We will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- Their need to develop self-esteem and positive body image
- The need to involve all staff in policy development, planning and training
- The management of personal care

Working with Parents

The school will seek to work in partnership with parents when planning and delivering Relationships Education. The school's Relationships Education programme is designed to compliment and support the role that parents play.

Parents must be reassured that teachers' personal beliefs and attitudes won't influence the teaching of Relationships Education.

Relationships Education contributes to the Spiritual, Moral, Social and Cultural (SMSC) of the pupils.

Sexually Active Pupils

There are extremely rare occasions when an infant –aged child, who is sexually active approaches an adult. If this occurs it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding procedures and seek advice from the relevant agency.

Coverage

EYFS

Making Relationships

Relationships Education (including Health Education) Policy March 2021
Next review March 2022

Self-Confidence and Self-Awareness
Managing Feelings and Behaviour

KS1

Core theme: Being Me in My World

Year 1 coverage:

Feeling special and safe
Being part of a class
Rights and responsibilities
Rewards and feeling proud
Consequences
Owning the learning charter

Year 2 coverage:

Hopes and fears for the year
Rights and responsibilities
Rewards and consequences
Safe and fair learning
Environment
Valuing contributions
Choices
Recognising feelings

Core theme: Celebrating differences

Year 1 coverage

Similarities and differences
Understanding bullying and knowing how to deal with it
Making new friends
Celebrating the differences in everyone

Year 2 coverage

Assumptions and stereotypes about gender
Understanding bullying
Standing up for self and others
Making new friends
Gender diversity
Celebrating difference and remaining friends

Core theme: Dreams and goals

Year 1 coverage

Setting goals
Identifying successes and achievements
Learning styles
Working well and celebrating achievement with a partner
Tackling new challenges
Identifying and overcoming obstacles
Feelings of success

Year 2 coverage

Achieving realistic goals
Perseverance
Learning strengths
Learning with others
Groups co-operation
Contributing to and sharing success

Core theme: Healthy Me

Year 1 coverage

Keeping myself healthy
Healthier lifestyle choices
Keeping clean
Medicine safety/safety with household items
Road safety
Linking health and happiness

Year 2 coverage

Motivation
Healthier choices
Relaxation
Healthy eating and nutrition
Healthier snacks and sharing food

Core theme: Relationships

Year 1 coverage

Belonging to a family
Making friends/being a good friend
Physical contact preferences
People who help us
Qualities as a friend and person
Self-acknowledgement
Being a good friend to myself

Year 2 coverage

Different types of family
Physical contact boundaries
Friendship and conflict
Secrets

Trust and appreciation
Expressing appreciation for special relationships
Celebrating special relationships.

Core theme: Changing Me

Year 1 coverage

Life cycles – animal and human
Changes in me
Changes since being a baby
Linking growing and learning
Coping with change
Transition

Year 2 coverage

Life cycles in nature
Growing from young to old
Increasing independence
Assertiveness
Preparing for transition

IMPACT

Relationships Education

Children have developed:

- A confidence about talking about relationships and health
- Effective interpersonal and communication skills
- Positive values and a moral framework that will guide their decisions and behaviour
- An understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- A respect for themselves and others, their views, backgrounds, cultures and experiences
- A loving, caring relationships based on mutual respect
- An understanding to value, care for and respect their bodies
- A respect for all relationships

Health Education

Children will know how to make good decisions about their own health and well-being.
Children will recognise issues in themselves and others and know to seek help as early as possible when issues arise.

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Related Policies

Art
Science
Able, Gifted and Talented
Assessment
Curriculum
Inclusion
Marking
SDP
SEND
Teaching and Learning