



# **Darrick Wood Infant and Nursery School**

## **Relationships Education Policy**

**September 2022**

<b>Date of Review</b>	<b>Headteacher's Signature</b>	<b>Chair of Governors Signature</b>	<b>Date of Next Review</b>
September 2022			September 2025

At Darrick Wood Infant & Nursery School Relationships Education will be taught as part of our PSHE, Health Education and Science curriculum in a sensitive way with regard for children's age and understanding. It is statutory for all schools to teach Relationships Education from September 2020 and, consequently, parents may not withdraw pupils from these lessons.

Sex education with regard to reproduction does not take place at Darrick Wood Infant and Nursery School.

Effective Relationships Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Relationships Education for Infants provides a basic start for young children to know the positive characteristics of healthy relationships and communication skills.

We believe Relationships Education will help children develop:

- Confidence in talking
- Listening to others
- Thinking about feelings
- Self-esteem
- Assertiveness
- Friendship skills

Using the SCARF Coram Life Education resources and planned lessons, children will learn through a spiral curriculum and cover the four key themes by the end of Key Stage 1:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Being safe

The fifth theme of Online Relationships is not taught at Key Stage 1 but children are taught how to be safe online in an age appropriate way through Computing lessons. They will be taught the following statements

- Children can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

SCARF is designed to support us in the work we are doing to develop our school as a community that promotes social, emotional and behavioural skills. The themes of the curriculum will fit within the pattern of the school year and with planning across the curriculum. Lessons will be delivered by the class teacher and all staff will have training annually.

These themes will be broken down through 6 half termly units and will be revisited each year. This allows for consistency and monitoring of progression.

- Autumn 1 – **Me and My Relationships**
- Autumn 2 – **Valuing Difference**
- Spring 1 – **Keeping Myself Safe**
- Spring 2 – **Rights and Responsibilities**
- Summer 1 – **Being My Best**
- Summer 2 – **Growing and Changing**

Most Relationships Education will be taught in the context of relationships, therefore we will support children in forming and maintaining worthwhile and healthy relationships. This will be based on respect for oneself and for others at school, home and in the community.

We intend that skills and knowledge attained in the Infant school will form the basis of future learning. We intend that Relationships Education will enable children to grow up confidently so that they may be able to protect themselves and ask for help and support if needed.

### **Aims**

- To prepare children with the knowledge to thrive for the changing modern world they are growing up in
- To foster children's self-respect, self-esteem, self-worth with an understanding of their rights over their own bodies
- To foster respects for others and for difference
- To establish mutual respect and care within their relationships
- To develop a responsibility for their own actions
- To keep children safe
- To give children the confidence to ask questions which can be answered simply and straightforwardly using appropriate language, which they can understand.

We will use a cross curricula approach to Relationships Education as part of our PSHE programme. This will be suitable for the children's age and stage of development. We will use opportunities which arise in children's lives e.g. a new baby in the family, caring for, keeping and observing animals.

### **Relationships Education Provision**

Relationships Education is taught through different curriculum areas. See below for the aspects that are taught. Statutory Provision of Relationships Education under the National Curriculum Science Programme of Study for Attainment.

#### **By the end of Key Stage 1 children will:**

- Understand the idea of growing from young to old
- Know that animals including humans, move, feed, grow and use their senses and reproduce but not how reproduction occurs
- Know that humans and animals can produce offspring and these grow into adults.
- Understand the basic rules for keeping themselves safe and healthy
- Know that humans develop at different rates
- Recognise and compare the main external parts of the bodies of humans
- Acquire the skills of caring for young animals
- Know the needs of babies and young people
- Know the names of the main external parts of the human body
- Recognise similarities and differences between themselves and others and treat others with sensitivity.

### **Relationships Curriculum at Key Stage 1**

#### **Families and People who Care for Me**

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## **Caring Friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

## **Respectful Relationships**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Being Safe**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

## **Monitoring**

It is recognised the Relationship Education Policy has to be regularly revised in line with new legislation. A full review and evaluation takes place every 3 years involving staff and external contributors and views are used to inform future planning. Progression and assessment are an integral part of Relationship Education planning and delivery.

## **Consultation with Parents**

Parents participate in a consultation in developing the Relationships Education policy and choice of scheme of work, Coram SCARF. Parents are made aware of:

- the content of the Relationships curriculum that is taught in each year group
- the delivery of the Relationships curriculum, including what is taught in each year group
- the legalities surrounding withdrawing their child from the subject

Parents are involved at every stage including an online survey, meetings with the Subject Leader and Senior Leaders and letters sent home.

Parents who may have concerns about any issues should contact the Headteacher.

The Relationships Education Policy should be read in conjunction with other school policies including those aimed at promoting pupils' spiritual, moral, social and cultural development.

- Safeguarding & Child Protection Policy
- Equality Policy
- Health & Safety Policy
- SMSC Policy
- Online Safety Policy
- Inclusion Policy
- Special Educational Needs Policy
- PSHE Policy
- Behaviour Policy
- Anti-bullying Policy

**This policy has drawn on:**

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)
- DfE Relationships education, relationships and sex education (RSE) and health education (July 2019)
- Bromley Schools Standards Council Motion (January 2020)