



**WOOD END
INFANT SCHOOL**

Statutory Policy

Relationships Policy

Policy to be signed off by Sandra Lavender	
Policy last reviewed by Sandra Lavender	11/02/2019
Policy last ratified and adopted by Full Governing Body	N/A
Policy / Document due for review	February 2021

Policy Approved by

Sandra Lavender
11 February 2019

Wood End Infant School

Relationships Policy

Rationale

At Wood End Infant School, we believe that effective Relationship Education (RE) is essential if our pupils, as they grow up, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We believe Relationships Education should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education (PSHE), supplemented by Science and other subjects of our taught curriculum

This policy has been written to reflect the UN Convention on the Rights of the Child. The following articles have specific relevance:

Article 12 – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 24 - Every child has the right to the best possible health, including education on health and wellbeing.

Article 28 – Every child has the right to an education.

Article 34 – Every child must be protected from abuse.

Aims & objectives

The aim of Relationships Education is to provide children with age appropriate information, explore attitudes and values, and develop skills, in order to empower them to make positive decisions about their health related behaviour.

The objectives of RE are:

- To provide children with knowledge and information appropriate to their age
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils' develop skills (language, decision making, choice)
- To respect and care for their bodies

Morals & values framework

Relationships Education will reflect the values of the PSHE and Citizenship programme and will be taught within the context of relationships. In addition, Relationships Education will promote self-esteem and emotional health and wellbeing, and help pupils form and maintain worthwhile and satisfying relationships, based on mutual respect.

Teaching

Relationships Education is lifelong learning about physical, moral and emotional development. It has three main elements: attitudes and values, personal and social skills, and knowledge and understanding.

Relationships Education is primarily delivered through Science and PSHE teaching, although will also be addressed through RE, citizenship, assemblies and circle time. It is taught by class teachers and teaching assistants, with support from the leadership team and, where appropriate, external visitors such as the school nurse.

Through Science in Early Years, the children learn:

- That many animals, including humans, have males and females
- That animals, including humans, change as they grow

Through PSHE in Early Years, the children learn:

- How to develop and maintain successful friendships
- To reflect on their relationships with others

- To describe how others make them feel

Through Science in Key Stage 1, the children learn:

- That animals, including humans, move, feed, grow and reproduce
- To recognise and name parts of the human body
- That animals, including humans, can reproduce offspring which grow into adults
- To recognise similarities between themselves and others

Through PSHE in Key Stage 1, the children learn:

- To develop their perceptions of self-worth and self-esteem
- To develop confidence in talking, listening and thinking about feelings and relationships
- To protect themselves and ask for help and support, where needed

Our school believes that pupils should have the opportunity to have their questions answered in a sensitive and sensible manner. However, occasionally a pupil may ask a particularly explicit or difficult to answer question in class. Teachers use their professionalism, skills and discretion to decide whether to answer such questions in class, and if so, how. They establish clear parameters of what is appropriate and inappropriate in class by discussing rules and expectations with the children.

If a question is deemed inappropriate to answer in class, teachers acknowledge it and advise the pupil that they will learn about it when they are older. They may also be directed to discuss it with their parent/carer, who will then be informed by the teacher.

Equal opportunities

All staff at our school are responsible for ensuring that all children, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum. We also recognise the importance of respecting the diverse family circumstances that may exist within our school community and ensure that we reflect these, e.g. single parent families, same sex parents/carers.

Confidentiality

Teachers need to be aware that effective relationships education, which provides pupils with an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If this happens, the member of staff will inform the Designated Child Protection Lead immediately. We cannot guarantee confidentiality where concerns are raised.

Monitoring & evaluation

Monitoring is the responsibility of the Senior Leaders and Governors. The school assesses the effectiveness of the aims, content and methods in promoting students' learning by lesson observations, learning walks, analysing planning, questionnaires to teachers and children and feedback from parents/carers.