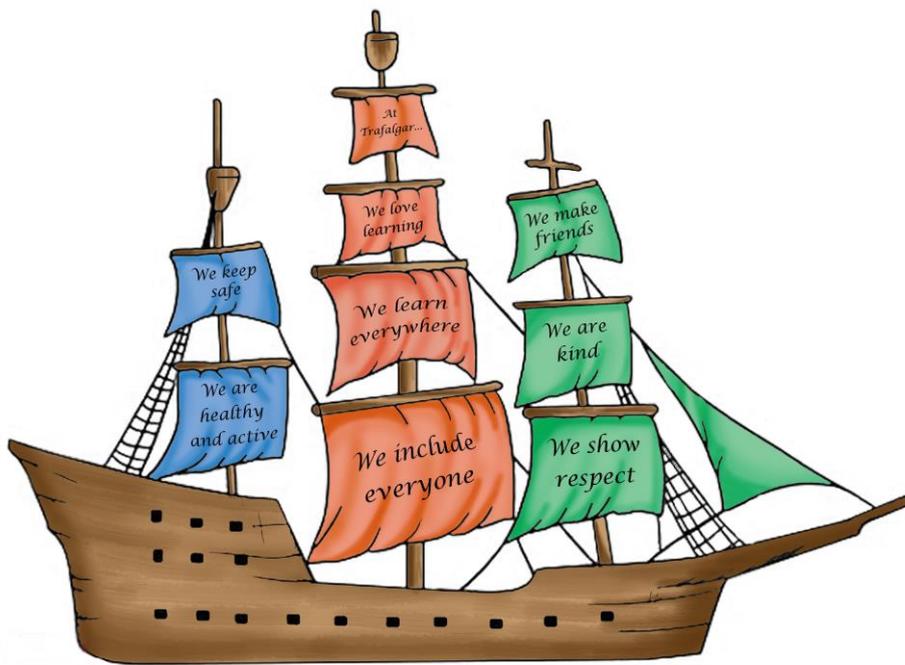


# Trafalgar Community Infant School



## Policy Document

# **RELATIONSHIP EDUCATION POLICY (RSE)**

**REVIEWED: December 2022**

**REVIEW: September 2023**

## Relationship Education Policy

*Trafalgar is a Rights Respecting school. We refer to the UN Convention on the Rights of the Child (UNCRC) throughout this policy.*

*Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

*Article 24: Every child has the right to the best possible health.*

*Article 34: Governments must protect children from sexual abuse and exploitation.*

This document was developed in response to the National Healthy Schools Programme and the Sex and Relationship Education Guidance DfES 2000. This policy is also in line with the new RSE statutory government guidance 2020. At Trafalgar Community Infant School this policy will be called 'Relationship Education' as we believe this reflects what we teach our children at an age-appropriate level.

This policy should be read in conjunction with the following policies: -

- Personal, Social, Health Education and Citizenship
- Religious Education
- Health and Safety
- Computing
- Confidentiality
- Child Protection
- Safeguarding
- Science Policy
- Equality Policy
- Anti-bullying Policy
- Intimate Care Policy
- Relationship and Sex Education Guidance – DfE

These can be found on the staff server: Staff/Policies.

### **What is Relationship Education?**

We view the delivery of quality Relationships Education as a tool to safeguard children, the key aim in developing this curriculum model is to meet the needs of all pupils to prepare them for adult life in Modern Britain. Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the nature and importance of stable and loving relationships as key building blocks of community and society, understanding difference and respecting themselves and others, love and care and family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective relationship education is essential if young people are to make responsible and well informed decisions about their lives. It contributes to preparing pupils for the opportunities, responsibilities and experience of adult life. We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. Our curriculum is designed to promote equality and this is threaded through the curriculum rather than taught as a one-off event, all at an age appropriate level.

A successful programme, firmly embedded in PSHCE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### **Aims**

The aim of Relationship Education is to provide appropriate information and address issues concerning physical, moral and emotional development within the context of our school. Our Relationship Education programme aims to prepare children for adult life in which they can:

- Be aware of the physical development of their bodies as they grow and change.
- To have the confidence and self-esteem to value themselves and others.
- To understand the range of relationships, including the importance of family life.
- Understand the consequences of their actions and how they affect others.
- Communicate effectively by developing age appropriate terminology.
- Develop awareness of gender similarities and differences.
- Know who to trust and where to go for help.
- Learn protective behaviours.

### **Principles and Values**

At Trafalgar Infant School we believe that Relationship Education should:

- Recognise that parents / carers are the key people in teaching their children about relationships and growing up and we aim to work in partnership with parents / carers and children.
- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Encourage every child to contribute to our school community.
- Support the development and learning of each child.
- Be set within the wider school context and support family commitment, love and respect.
- Encourage children and staff to share and respect each others views.
- Generate an atmosphere where questions and discussion can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and mentors or advisers as appropriate.

### **Relationship Education**

Relationship Education for primary schools has five main elements:

1. 'Families and people who care for me'
2. 'Caring friendships'
3. 'Respectful relationships'
4. 'Online relationships'
5. 'Being safe'

## **The Organisation and Content of Relationship Education**

At Trafalgar we deliver Relationship Education through PSHCE, R.E. and Science. It is also taught through answering children's questions and responding appropriately to opportunities that arise in the course of all teaching. Much of the Relationship Education takes place within PSHCE lessons delivered by the classroom teachers with support from outside professionals where appropriate.

We believe that the classroom teachers are the most suitable people to work with the children on many of the Relationship Education areas as they know the children and their individual circumstances.

We follow a scheme of work called 'Jigsaw' which has been carefully planned to ensure we are effectively covering all aspects of RSE across our three year groups within the PSCHE curriculum. (see Appendix).

This PSHCE programme (Jigsaw) is taught in Reception and Years 1 and 2. In Reception, Science is taught as – Understanding the World and the Science National Curriculum is taught in Years 1 and 2.

The Guidance for PSHCE and Science in relation to Relationship Education for Reception and Key Stage 1 and our coverage can be found in the appendix.

Any Relationship Education lesson may consider questions or issues that some children will find sensitive. Before embarking on these lessons, ground rules are established by the class teacher which prohibits inappropriate personal information being requested or disclosed by those taking part in the lesson. When children ask questions, we answer them honestly, within the ground rules established at the start of the lesson. When it is felt that answering a specific question would involve information at a level inappropriate to the development and age of the children, the question will be dealt with individually. Where necessary, this information would also be passed on to the parents so they could continue talking with their child about a particular area at home.

### **Right to withdrawal of children**

We intend our policy to be sensitive to the needs of different groups. Parents/carers have the right to withdraw their children from parts of PSCHE and Sex Education, except for those parts included in the statutory National Curriculum (Science, and the Relationships Education (Sep 2020)). Parents / carers are encouraged to discuss their concerns with staff at the earliest opportunity. Curriculum information is available on our school website or from our School Office. Parents / carers are welcome to review any Relationship Education resources the school uses.

### **Sensitive Issues**

Teachers and Learning Assistants cannot offer unconditional confidentiality. In the event of a concern / disclosure please refer to the Child Protection policy.

### **Monitoring and Evaluation of Relationship Education**

It is the responsibility of the Headteacher to ensure both staff and parents / carers are informed about our Relationship Education Policy. The Policy is on our school website. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

It is the responsibility of all members of staff to ensure that the policy is implemented effectively.

It is the responsibility of the co-ordinator for PSHCE to oversee and organise the monitoring and evaluation of PSHCE, in the context of monitoring the quality of teaching and learning.

It is the responsibility of the Science co-ordinator to oversee and organise the monitoring and evaluation of Science, in the context of monitoring the quality of teaching and learning. The Governor Pupil Progress and Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Relationship Education Policy.

Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of children. This includes evaluating and commenting on the schools Relationship Education Policy and on support and staff development, training and delivery.

# Appendix

## Specific Resources available at Trafalgar for Teachers, Parents and Children to support Relationship Education

### Books / Resources

- **Where Do Babies Come From?** *Ruth Hummel*
- **Questions Children Ask and how to answer them** *Dr Miriam Stoppard*
- **Let's talk About Where Babies Come From** *Robie H. Harris*
- **Where Do Babies Come From?** *Sally Ann Wright and Honor Ayres*
- **How Did I Begin?** *Mick Manning and Brita Granstrom*
- **Let's Talk about Girls, Boys, Babies, families and Friends**  
*Robie H. Harris*
- **Feeling Happy Feeling Safe** A Safety Guide for Young Children (KIDSCAPE) *Michelle Elliott*
- **Look Out by Water** *Red Rainbow Safety Books for 5-11 year olds.*
- **Look Out for Strangers and those that you know** *Red Rainbow Safety Books for 5-11 year olds.*
- **Look Out on the Road** *Red Rainbow Safety Books for 5-11 year olds.*
- **Look Out at Home** *Red Rainbow Safety Books for 5-11 year olds.*
- **Early Years Keeping Safe Kit** *A4 posters for individual, small group or whole class discussions.*

### Videos / DVD's

- **All About Us Living and Growing** *Channel 4 Primary Sex and Relationship Education DVD*
- **Look After Yourself** *Channel 4 All About Us Video PSHCE for 5-7 year olds*
- **A Child's Eye View of Keeping Healthy Staying Safe** *Child's Eye Media DVD*

### Publications / Information for Teachers

- **Sex and Relationship Education Guidance** *DfEE 2000*
- **All About Life** *Sex and Relationship Education in Primary School*  
*Lesley de Meza and Stephen De Silva*
- **The Sex Education Forum** offers an information service  
(Tel 020 7843 1901)

### Websites (Information for teachers)

- [www.ncb.org.uk](http://www.ncb.org.uk) – an excellent group that you can e-mail and ask questions regarding Relationship Education in schools.
- [www.qca.irg.uk](http://www.qca.irg.uk) – teaching materials for Relationship Education.
- [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk) – access to DfEE guidance on Relationship Education and also to the National Healthy School Standard site.
- [www.kidscape.org.uk/kidscape](http://www.kidscape.org.uk/kidscape) - extensive range of books, booklets, posters and videos.

### Information for parents

- **The Parents Pack** – [www.fpa.org.uk](http://www.fpa.org.uk)

## Questions children may ask and answers to consider.

- ***Where do babies come from?***

They are made from a seed from Daddy and an egg from Mummy. Mummy and Daddy have a special cuddle. Daddy's seed and Mummy's egg join together in Mummy's tummy, so we are very special – a lovely mixture of Daddy and Mummy. A baby grows inside Mummy's tummy.

- ***Why is \_\_\_\_\_ that colour?***

People who come from different countries in the world often look unlike each other. But we are all special people no matter what colour our skin is.

- ***How does the baby get out of mummy's tummy?***

After a while the baby is too big for Mummy's tummy, so it has to be born. The bottom of the womb slowly stretches open and muscles push the baby out from between mummy's legs.

- ***Does the baby grow inside Mummy?***

A baby has its own place in Mummy's tummy. It is very warm, dark and cosy, and the baby is happy and safe. It takes nine months for the baby to grow big enough to be born. The baby comes out from Mummy's womb when it is ready to be born.

- ***Where have Daddy / Mummy gone?***

Mummies and Daddies don't always stay together forever. Sometimes they find they don't love each other any more. Mummy and Daddy might be cross with each other, so Mummy / Daddy may decide to go away and live somewhere else for a while. They both still love you very much and always will. Remember, it is not your fault.

- ***What happens when you die?***

"Dead" means a person or animal stops breathing and their body doesn't work any more. Most people and animals don't know when they are dying, their heart stops or they quietly stop breathing. None of us knows for sure where people go after they have died.

Learning Outcomes for Relationship Education in relation to Science and PSHCE  
and our school coverage

<b>Learning Outcomes</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b><u>Skills</u></b>			
Recognise and compare the main external parts of the bodies of humans.	√	√	√
Recognise similarities and differences between themselves and others and treat others with sensitivity.	√	√	√
Identify and share their feelings with others.	√	√	√
Recognise safe and unsafe situations.	√	√	√
Be aware that their feelings and actions have impact on others.	√	√	√
Make a friend, talk with them and share feelings.	√	√	√
Use simple rules for dealing with strangers and resisting pressure when they feel uncomfortable.	√	√	√
<b><u>Knowledge</u></b>			
That animals, including humans grow and reproduce.	√	√	√
That humans and animals can reproduce offspring and these grow into adults.		√	√
The basic rules for keeping themselves safe and healthy.	√	√	√
About safe places to play and safe people to be with.	√	√	√
The needs of babies and young people.	√	√	
Ways in which they are like and different from others.	√	√	√
That they have some control over their actions and bodies.		√	√
The names of the main external parts of the body including agreed names for sexual parts.	√	√	√
Why families are special for caring and sharing.	√	√	√
<b><u>Consider</u></b>			
How families are special.	√	√	√
The similarities and differences between people.	√	√	√
Know their feelings and actions have an impact on other people.	√	√	√