

RAMSDEN INFANT SCHOOL



RELATIONSHIP EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION

Aims

This policy has been produced with reference to...

'Keeping Children Safe in Education' (Update Sept 2020). 'Respectful School Communities: Self Review and Signposting Tool'. 'Behaviour and Discipline in Schools'. 'Equality Act 2010 and schools'. 'SEND code of practice: 0 to 25 years'. 'Mental Health and Behaviour in Schools'. 'Preventing and Tackling Bullying'. 'Sexual violence and sexual harassment between children in schools'. 'The Equality and Human Rights Commission Advice and Guidance'. 'Promoting Fundamental British Values as part of SMSC in schools'. 'National Citizen Service guidance for schools'. The 'Science Programme of Study', Ramsden Single Equality Scheme

The Aim of our RE, SRE and HE (alongside Personal, Social, Health and Emotional education) curriculum is to help our young children begin to know how to be safe, happy and healthy, and how to begin to manage their personal and social lives in a positive way with the ability to form secure, healthy relationships, and begin to make informed decisions about their wellbeing and moral and social issues both within the community and online. Children need to learn how to adapt to change, and face difficulties and challenges with information and strategies that enable them to develop resilience but also know when and how to access help when needed.

The aim is also to promote the spiritual, moral, cultural, social mental and physical development of pupils, alongside other aspects of the curriculum e.g., Computing and P.E. Whilst some aspects of the curriculum are appropriate for much older children we acknowledge that our young children may be exposed to information from older siblings/parents/friends. We are also laying the foundations of personal development that will enable children to manage, adapt and grow as they get older.

Class teachers will deliver the Relationships Education, Sex and Relationship Education and Health Education in conjunction with parental support and will be delivered to all pupils in an age appropriate manner or with regard to any specific needs, including those children with SEND.

The RE, SRE and HE will be taught with particular attention to our Single Equality Scheme. Consideration will be given to the age, sex, race, religion or beliefs, disability, gender orientation, marriage or civil partnerships, SEND needs and no pupils, member of staff or family member should feel discriminated against or excluded the curriculum content or teaching of the subject.

Parents have the right to withdraw their children from such lessons, or parts of lessons, (except for those parts included in the statutory National Curriculum) as explained in the requirements on schools in law e.g. the Equality Act 2010. If parents/carers have any queries or concerns about the content or delivery of the RE, SRE and HE curriculum they can speak to the class teacher, Headteacher or Governors, who monitor this subject and its policy and procedures.

This policy will be updated at least annually or in response to any updates required by the DfE, and will be approved by the Governing Body.

Curriculum Content

Our curriculum and extended curriculum, are designed for age appropriate learning to make real, informed decisions that improve their physical and emotional health whilst recognising that choices can have positive and negative consequences and that our behaviour, choices and decisions have an impact on ourselves and others. Our curriculum will aim to develop children's understanding of the physical and emotional challenges of growing up, giving them an age appropriate understanding of human reproduction.

It allows them to explore feelings and emotions through a variety of different context. As part of the Relationship Education, Relationships and Sex Education (RSE) and Health Education, pupils are taught about the nature, uniqueness and importance of family life (in all its forms) and the wider community. Pupils will learn about respectful relationships (including friendships) and the significance of marriage and/or stable relationships, however, care is taken so that no child feels different or uncomfortable because of his/her home circumstances and staff will be mindful of this.

The main aspects of Relationship Education, Relationships and Sex Education (RSE) and Health Education are (age appropriately considered for young children):

Families and people who care for me

Pupils should know

- that families (in all their forms) 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- 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

Pupils should know

- 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

Pupils should know

- 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
- the importance of self-respect and how this links to their own happiness
- 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.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

- simple rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know

- what sorts of simple 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 or another child
- 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.

We are aware that some aspects of the RE, SRE and HE curriculum can become a national or local focus and may need a higher profile within the curriculum e.g., gender and stereotypes if a pupil in school (or sibling) starts to question their gender identity or internet safety when a social media 'craze' affects the community. The content of the RE, SRE and HE curriculum will be monitored and reviewed to ensure it meets the needs of our pupils, whilst covering the DfE requirements, at least annually, or as issues and recommendations arise.

Curriculum Delivery

Lessons are delivered, planned, prepared and resourced in an age appropriate way by our staff and relevant visitors e.g., nurses or dentists may come in to share information on health and hygiene and enhance the teaching and learning. Materials used may be shared with parents/carers in order to re-assure them that the content of lessons is age appropriate.

Teaching methods will take account of the developmental differences of children and the potential for discussion in whole class, in small groups or on a one-to-one basis.

Teaching may take place with the whole class, small groups or on a one-to-one basis depending on the needs of the children.

Some of the RE, SRE and HE curriculum will be taught through Kidsafe. This is structured programme of sessions, designed for each age group and sensitively resourced. It is delivered through trained practitioners, annually updated in their practice and involving collaboration with parents/carers.

Some aspects of the RE, SRE and HE curriculum may not be explicitly taught in a 'lesson' but are evident in the ethos and environment created by the school community e.g., expectations of good manners, respect for each other modelled by staff and pupil in their interactions, supported resolution of disputes between friends at playtime. We aim to provide a safe, caring, motivating and supportive environment in which children can thrive.

Safeguarding

Where questions of a sensitive nature are asked by children, staff will respond at in an age appropriate and individually tailored way. Where necessary a question may be answered later or on an individual basis. Parents will be consulted when appropriate.

We acknowledge that some members of our school community are more vulnerable e.g., those children with certain special educational needs, very young children or those affected by certain familial circumstances. We aim to foster good relationships with pupils and their families, including an understanding of need, and aim to

ensure our school community feels safe and informed through our curriculum content and delivery, adapted or with a change of focus where required.

Where questions or comments by a child (or adult) raise concerns, the schools safeguarding and child protection procedures will be followed.