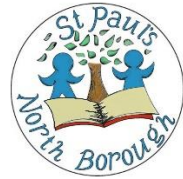


St Paul's Infant School



Relationships Education Policy

2024-2025

Member of Staff Responsible	Mrs S Aldridge and Mrs Pauline Coppard
Position	Head of School and RSE lead
Dated	Reviewed September 2024
Date of next review	September 2025

1. Aims

The aim of Relationships Education at St. Paul's Infant School is to:

- Provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life
- Develop children's understanding of positive and healthy relationships, to enable successful relationships throughout their lives
- Help the children understand how having a healthy relationship is important to your mental wellbeing
- Help the children to understand who you should speak to when you feel unsafe or worried about something
- Provide the children with opportunities to develop their vocabulary to enable them to describe themselves, their bodies and their emotions clearly

- Reflect the different family backgrounds our children come from
- Develop the children’s empathy towards others, understanding that although people and families may be different everybody is entitled to respect
- Equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them

2. Legal Requirements

It is now a statutory requirement for Primary Schools to deliver Relationships Education to all children, as per sections 34 and 35 of the [Children and Social Work Act 2017](#). Health Education is also statutory in all schools. We are not legally required to provide sex education, but we do need to teach the parts of the science national curriculum relating to humans and growth. For Key Stage One children this includes the following:

Animals, including humans
<p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<p>Notes and guidance (non-statutory)</p> <p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p>
<p>Notes and guidance (non-statutory)</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> <p>Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>

We at St. Paul’s Infant School acknowledge that under the [Education Act 2002](#) all schools must provide a balanced and broadly-based curriculum and must adhere to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). Our aim is to provide a curriculum that encompasses not only the statutory content, but also covers all aspects of Personal, Social, Health Economic (PSHE) education provision.

3. Definition

Relationships Education in Infant schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It provides children with the essential life skills to build positive, respectful and enjoyable relationships with others. In addition to this, it teaches children the skills to stay safe both on and off line. Relationships Education, within PSHE, helps

to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.

4. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online or from unreliable sources.

At St. Paul's Infant School, Relationships Education is taught as part of our Learning and Life Skills curriculum. Learning and Life Skills, which encompasses PSHE, Relationships Education and Online Safety, consists of a coherent set of Learning Units designed to ensure learners learn effectively and are equipped for lifelong learning. We have linked these units to the five key elements of Relationships Education. These focus on teaching the fundamental building blocks and characteristics of positive relationships and include:

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

Some biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in religious education (RE).

At St. Paul's Infant school we cover the KS1 science national requirements for 'animals including humans'. This covers identifying main body parts and life cycles. At St. Paul's Infant School if a child asked for the correct terminology for private areas the staff would give children the accurate and scientific name, however, this is not taught as a part of our curriculum.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

5. Delivery

At St. Paul's we have adopted a Connected Curriculum in order to ensure a cohesive cross-curricular approach to learning. Relationships Education, as part of Learning and Life Skills, is taught through a combination of discretely taught lessons and through embedding these skills and values into other lessons within this Connected Curriculum. In Early Years, Relationships Education is taught as part of the Understanding the World area of the curriculum and links to our teaching of the Characteristics of Effective Learning.

Aspects of Relationships Education are referred to in whole school and year group assemblies, especially when discussing our Core Values which are:

- Togetherness

- Safety
- Resilience
- Growth and Change
- Respect
- Aspiration

Relationships Education is also an element of the curriculum which is frequently visited as part of incidental conversations and discussions as they arise. To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a range of techniques. This includes the setting of Ground Rules in group, class and whole school situations which are revisited and adapted whenever and wherever necessary. Teachers answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our website.

6. Parents Right to Withdraw

As an infant school, we only offer statutory Relationships Education. Therefore, parents do not have the right to withdraw from the curriculum we offer for this subject.

Parents should be given every opportunity to understand the purpose and content of Relationships Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

7. Roles and Responsibilities

7.1. The Governing Body

The governing body will approve the Relationships Education policy and hold the headteacher and LLS lead to account for its implementation.

7.2. The Headteacher and LLS Lead

The headteacher and LLS lead are responsible for ensuring that RSE is taught consistently across the school

7.3. Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Using accurate and appropriate vocabulary

7.4. Pupils

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

8. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

9. Monitoring, Reporting and Evaluation

The delivery of Relationships Education is monitored by Vicky Gill (Learning and Life Skills Lead) through learning walks, pupil voice, staff feedback, book looks and monitoring of planning. Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Julie Oakley (Headteacher) every two years. At every review, the policy will be approved by the governing body.

10. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Writing your school's relationships and sex education (RSE) policy, The PSHE Association (September 2018)

This policy should be read in conjunction with the following:

- Child Protection policy
- Anti-bullying policy
- Equality and inclusion policies
- DfE 'Keeping children safe in education' (2019)
- Whistle blowing policy