

# Infant Relationship Education Policy

## VILLAGE INFANTS SCHOOL

This policy was written in consultation with staff, pupils, parents and governors.

This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- SEND Information Report

### 1. School Background Information

1.1	Type of School	Infant
1.2	Member of Healthy Schools Scheme since	October 2018
1.3	Average No. on roll	284
1.4	No. of classes in year	3
1.5	Ethnic Breakdown	Black African [23%] Asian [22%] White British [27%] White Other [14%] A growing % of pupils from E Europe and Asia
1.6	Gender	Mixed

### 2. Key contacts

2.1	Safeguarding Lead:	Y Cattle
2.2	RE Lead:	J Dean
2.3	Lead Governor:	H Spoor

### 3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 School Handbook / Prospectus
- 3.2 Staff Handbook / Induction materials
- 3.3 Governor Handbook / Induction materials
- 3.4 Pupil documentation

### 4. Purpose of RE Policy

This policy has been written as a statutory requirement and to:

- 4.1 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RE
- 4.2 Give information to parents and carers about what is taught and when
- 4.3 Give parents and carers information about their involvement with RE
- 4.4 Give a clear statement on what the school aims to achieve from RE and why it thinks RE is important
- 4.5 Clarify the content and manner in which RE is delivered

## 5. How the Policy was developed

This policy was developed as part of their statutory responsibility by the LA and school governors in consultation with pupils staff/parents and carers/

## 6. Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020, but schools are advised to start following it from 2019.

Expectations on primary schools are as follows:

- 6.1 Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- 6.2 Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

## 7. Aims of RE

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions

## 8. Moral and Values framework

RE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Relationship Education (RE) supports and guides children and young people in life long learning about relationships and emotions. Along with parents and carers, we help our young people to

understand and manage their physical and emotional development and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their behaviour.

RE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

## 10. Content and Organisation of the Programme

10.1 Timetable allocation 30- 45 minutes per week

10.2 Groupings – Class Teaching and school assemblies etc

10.3 Staff Involved – primarily C Teacher

10.4 Where taught: Dedicated PSHE lessons/ Subject specific e.g. Science and RE/ Assemblies/Special events<sup>1</sup> e.g. Science week

10.5 Curriculum Content:

See our website

Statutory content is as follows:

### Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### Relationships Education

- Families and people who care for me

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<sup>1</sup> The PSHE Association produced a paper relating to use of 'drop-down days', [http://www.pshe-association.org.uk/news\\_and\\_events/drop\\_down\\_days.aspx](http://www.pshe-association.org.uk/news_and_events/drop_down_days.aspx)

- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

### **Health Education**

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention

#### 10.6 How taught:

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

### **11. Being an Inclusive School**

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

### **12. Meeting the Needs of SEND Pupils**

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential

part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

### **13. Confidentiality Statement**

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

### **14. Assessing RE and Monitoring the Programme**

The RE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

### **15. Teachers' Responsibilities**

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RE, all those contributing to the programme are expected to work within the aims listed above.

### **16. Training staff to deliver RE**

It is important that staff delivering RE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

### **17. Engaging Parents/Carers**

On entry to the school, parents are invited to read the RE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RE learning. Parents are kept informed about the content of the programme.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear in the school handbook/brochure
2. By inviting parents/carers to discuss personal development when their child enters the school

### 18. Answering pupils' questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as the internet.

### 19. Disseminating and Monitoring the RE Policy

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to RE or who may be involved in its delivery.

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|------|---|----------------|
| 18.1 | Frequency of monitoring                 | Annual         |
| 18.2 | Review to reflect current good practice |                |
| 18.3 | Review to reflect new legislation       |                |
| 18.4 | Date of next review                     | September 2022 |

**Written by:** Y Cattle and J Dean

**Role:** Headteacher and PSHE lead

**Date Agreed:** February 2025

**Next Review Date:** February 2026

The guidance should be read in conjunction with:

- [\*Keeping Children Safe in Education\*](#) (statutory guidance) (2019)
- [\*Respectful School Communities: Self Review and Signposting Tool\*](#) (a tool to support a whole school approach that promotes respect and discipline) (2018)
- [\*Behaviour and Discipline in Schools\*](#) (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- [\*Equality Act 2010 and schools\*](#) (2010)
- [\*SEND code of practice: 0 to 25 years\*](#) (statutory guidance) (2015)
- [\*Alternative Provision\*](#) (statutory guidance) (2013 – updated 2016)
- [\*Mental Health and Behaviour in Schools\*](#) (advice for schools) (2018)
- [\*Preventing and Tackling Bullying\*](#) (advice for schools, including advice on [\*cyberbullying\*](#)) (2017)
- [\*Sexual violence and sexual harassment between children in schools\*](#) (advice for schools) (2018)
- [\*The Equality and Human Rights Commission Advice and Guidance\*](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [\*Promoting Fundamental British Values as part of SMSC in schools\*](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)

