

Relationships Education Policy

Jesus said, "A new commandment I give to you. Love one another as I have loved you. By this everyone will know that you are my disciples." John 13:34-35

School Vision

At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10. Our vision stems from our Christian foundation and is firmly rooted in our values: Love God, Love Others, Love Learning.

Introduction

This document is a statement of the aims, principles and strategies for the teaching of Relationships Education at Crookham CE Aided Infant School. It was developed through a process of consultation with teaching staff, governors and the Vicar of Christ Church, Church Crookham and reflects the regulations and statutory guidance of the Diocese of Guildford and the Department for Education.

Relationships Education

Relationships Education is defined in statutory guidance as 'learning about physical, moral and emotional development'. It is also 'about understanding the importance of family life, stable and loving relationships, respect, love and care.'

Aims of Relationships Education

The aims for Relationships Education are made clear in the statutory guidance: to help keep children safe; help prepare children for the world in which they are growing up, including its laws in relation to relationships, sex and health; and help foster respect for others and for difference.

These aims are very much aligned with those of the Church of England in Valuing all God's Children, which states "Church Schools (should) offer a community where everyone is a person known and loved by God, supported to know their intrinsic value. Where pupils are afforded a sense of their own dignity and that of all humankind. Where no child leaves school without a sense of their own belovedness."

Our aim at school in Relationships Education is that children are well-equipped in all aspects of their learning, spiritual, physical, intellectual, emotional, moral and social, so that they can live 'life in all its fullness' which includes enjoying life-enhancing loving relationships. The foundations of positive relationships are taught so that there is no doubt from the earliest formative years that sexual harassment, online sexual abuse and sexual violence are unacceptable.

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Principles of Relationships Education

Our teaching is underpinned by the principles expressed in our vision statement and our school values. We hold firm to the principles expressed in the guidance that teaching and learning in Relationships Education must be age appropriate, must be delivered with sensitivity to the particular needs of the pupils (including those with additional or special educational needs or disabilities), be mindful and respectful of differences as well as commonalities, and in full recognition that parents are and should be the primary educators of their children.

Organisation of Relationships Education

At Crookham Infant School we teach Relationships Education as a discrete subject complementary to other subjects such as Religious Education (RE), and Science. It is also taught through our broader curriculum as we seek to implement our vision and values in all areas of daily school life. We have a planned curriculum for Relationships Education which meets the National Curriculum requirements and ensure progression in knowledge as children develop their skills.

Early Years Foundation Stage Provision

By the end of the Foundation Stage most children will meet the Early Learning Goals for Personal, Social and Emotional Development. These are the planned learning objectives for Year R:

Love God	Love Others	Love Learning
<ul style="list-style-type: none"> • I know that I am me - I am special and important • I can talk about my feelings and what makes me feel safe (beginning to use Zones of Regulation) • I know I have a body and which bits of it are private (just for me) NSPCC Pants Rule • I know it's important to be kind to myself - to look after my mind and body, what makes me happy 	<ul style="list-style-type: none"> • I know that I have a family who loves and cares for me • Friends – I know how to make friends and that friends make me happy, e.g. turn taking, sharing 	<ul style="list-style-type: none"> • I know who I can ask for help • I know that some people are there to care for and look after me (not just my family) • I know that it's important to stay safe - stranger danger, keeping secrets, staying safe online, road safety, things in school and the home • I know how to be healthy and well – exercise, food, teeth, mind

Key Stage One Provision

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By the end of Key Stage One most children will have built on the relationships skills they have developed in Year R and will be ready to progress in their key knowledge. These are the objectives for Year 1 and Year 2.

	Love God	Love Others	Love Learning
Y1	<ul style="list-style-type: none"> I can talk about the things that make me unique, special and important. I know that I am good at some things and not so good at others yet and can accept the way I am I can talk about my likes and dislikes I can talk about my feelings and have some strategies to help me deal with them (Zones of Regulation) I know that my body and space are mine (Pants rule). I know that there are social conventions to keep in order to respect others. 	<ul style="list-style-type: none"> I know that families look different but have things in common, e.g. loving and caring. I know what makes a good friend and can be a good friend - honesty, trust, loyalty, respect I have the 'habits' of a good friend I am kind to others and know what to do if I see bullying behaviour 	<ul style="list-style-type: none"> I know who I can ask for help and can explain this to my friends I know how to stay safe and am beginning to be able to share this with others - stranger danger, secrets, safety online, road safety and accident prevention I know that I need permission for some of the choices I make I can make choices to keep me healthy and well - exercise, food, teeth, mind
Y2	<ul style="list-style-type: none"> I can recognise and talk about myself - my likes and dislikes, my personality, my strengths and weaknesses. I have strategies in place to help me with self-acceptance and appreciation of who I am 	<ul style="list-style-type: none"> I know that families are diverse and I can recognise some of the features of family in other organisations and communities, e.g. in clubs I belong to, in my school Team Crookham I am a role model of kindness and friendship within 	<ul style="list-style-type: none"> I know that my body is my own and so is my space and I can apply this to help me understand and respect the rights of others around the globe I know and can advise my friends on the right choices to stay safe including online -

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	<ul style="list-style-type: none"> I have strategies in place to help me regulate my feelings using the Zones of Regulation and other approaches that work for me 	<p>Team Crookham, often taking on responsibility or a young leadership role</p> <ul style="list-style-type: none"> I know that friendship needs to be beyond my self-selected group to have a global context I can apply kindness to being a good steward of my surroundings and the world around me e.g. Fairtrade, Recycling 	<p>strangers, roads including bikes/scooters, in the home.</p> <ul style="list-style-type: none"> I know that staying safe can involve getting permission as well as making the right choice I can apply what I know to stay healthy and make the right choice - exercise, food, teeth, mind
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Responsibility and Leadership

It is the responsibility of the Headteacher to ensure that staff and parents are informed about our Relationships Education policy, and that it is implemented and evaluated effectively with the RE and Relationships Education Lead and with the support of the named Governors.

Monitoring, Evaluation and Assessment

The quality and impact of Relationships Education is monitored and evaluated annually as part of the cycle of curriculum review undertaken by the RE and Relationships Education Lead, Headteacher and Governing Body. The views of teachers who deliver the programme, as well as feedback from parents and pupils, are used to make changes and improvements to teaching and learning on an ongoing basis. In addition, evaluations and assessment judgements are made as annotations to planning, and in end of unit assessments. The children's learning is reported to parents through regular contact meetings and the annual written report.

Role of Parents

Parents are the primary educators in Relationship Education and we work in partnership with them fostering mutual understanding, trust and cooperation through:

- Ensuring parents are consulted about the Relationships Education policy and curriculum
- Ensuring our policy is accessible and clear, for example on our website.
- Welcoming feedback from parents and answering questions.
- Encouraging all parents to be involved in their child's learning through regular progress review meetings and reporting.
- Being committed to ongoing professional development for staff.

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- Working alongside other professionals such as the Guildford Diocese and the School Nurse Service.
- Ensuring a school culture where Safeguarding of children and young people is paramount and is everyone's responsibility.

Right of Withdrawal

Parents do not have the legal right to withdraw their child from the teaching of Relationships Education.

Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to personal, social, health and emotional education. In particular, the Educational Psychology Service who supervise our Emotional Literacy Support Assistant work, the Local Health Authority, the school nurse and other professionals from the Social Work sector and from the Diocese.

Confidentiality

Teachers are expected to teach all subjects with sensitivity to the needs of all children and be leading role models of our values of Love God, Love Others and Love Learning. We recognise the right of children to speak confidently and freely within the classroom with an expectation of confidentiality where this is appropriate, within our context of our school culture where the Safeguarding of children is paramount. Our Safeguarding and Child Protection policies will be followed at all times in the teaching of Relationships Education as with all areas of the curriculum.

References

Relationships Education, Relationships and Sex Education (RSE) and Health Education 13th September 2021

Keeping Children Safe in Education 1st September 2022

Working together to Safeguard Children 1st July 2022

Policy Statement: [relationships education, relationships and sex education, and personal, social, health and economic education](#) 1st March 2017

[Relationships Education, Relationships and Sex Education, and Health Education in England, Government Consultation Response February 2019](#)

Children and Social Work Act 2017

Equality Act 2010 16th June 2015

Valuing all God's Children (The Church of England Education Office, Summer 2019)

National Curriculum KS1