

2023 2024

Relationships Education Policy

Audley Infant School



Approved by: Mrs H Nelson

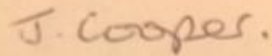
Date: September 2023



Signature

Approved by: Mrs J Cooper

Date: September 2023



Signature

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1. Aims

The aims of relationships education (RE) and personal, social and health education, (PSHE), at our school are to:

- › Provide an age-appropriate framework in which discussions can take place
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create an understanding of the relationships around them
- › Teach pupils the correct vocabulary to describe themselves and their emotions

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

As an Infant school, we are not required to provide sex education.

In teaching Relationships Education and PSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Audley Infant School we teach PSHE and RE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, parents and the Governing Body. The consultation and policy development process involved the following steps:

1. Review – SLT pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the Jigsaw teaching programme and make recommendations
3. Parent/stakeholder consultation – parents/ carers were invited to share their views in writing on the intended teaching programme.
4. Ratification – once amendments were made, the adapted teaching scheme was shared with governors and ratified

4. Definition

RE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our RE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We deliver Jigsaw 2 scheme. This is a resource used in many primary schools. All staff have received relevant training in the delivery of the Jigsaw programme.

We have developed the curriculum in consultation with parents and staff, taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

6. Delivery of RE

RE is taught within the personal, social, health and economic (PSHE) education curriculum.

Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, families headed by grandparents, adoptive parents and 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).

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress

7. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the standards and effectiveness committee

8.2 The Headteacher

The Headteacher is responsible for ensuring that RE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RE (see section 9).

8.3 Staff

Staff are responsible for:

- › Delivering RE in a sensitive way
- › Modelling positive attitudes to RE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RE

Staff do not have the right to opt out of teaching RE. Staff who have concerns about teaching RE are encouraged to discuss this with the Headteacher.

The Lead for PSHE/ RE is Mrs Diggle, Assistant Headteacher.

8.4 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

As an Infant School we do not teach sex education.

10. Training

Staff are trained on the delivery of RE as part of their induction and it is included in our continuing professional development calendar.

11. Monitoring arrangements

The delivery of RE is monitored by the senior leadership team. Monitoring activity where relevant, may be conducted through monitoring teacher plans, pupil work, discussions with groups of pupils and observation of PSHE/RE lessons

Pupils' development in RE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Headteacher and standards and effectiveness committee every 2 years. At every review, the policy will be approved by the Headteacher and the standard and effectiveness committee.

Appendix 1: Curriculum map

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Linking growing and learning Coping with change Transition
Ages 6-7	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Assertiveness Preparing for transition

