

# **Dimple Well Infant School and Nursery**



## **Relationship Policy**

Approved by Governors	February 2021
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## **Context/Introduction**

This policy outlines the purpose, nature and management of Relationships taught in school.

Relationship Education is lifelong learning about social, physical, moral and emotional development, relationships, sex, human sexuality and sexual health. It is about the understanding of the importance of loving and caring relationships.

At **Key Stage 1** the focus should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. This will create opportunities to ensure children are taught about positive emotional and mental wellbeing, and how friendships can impact on this.

Children should also be taught (in an age appropriate way) to recognise and report different types of abuse, including emotional, physical and sexual.

## **Aims**

The aim of Relationship Education is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should be delivered sensitively, inclusively and with respect to the background beliefs of pupils and parents.

## **DfE Objectives**

Families and people who care for me Pupils should;

- Understand what family means.
- Know that healthy families provide love, security and stability including times of difficulty
- Know that families, either in school or in the wider world, sometimes look different in comparison to their family. To respect those differences and know that other children's families are also characterised by love and care.

Caring friendships Pupils should;

- Understand what friendship means.
- Know what makes a good friend.
- Know how important friends are to make us feel happy.
- Know that most friendships have ups and downs and that they can be repaired and strengthened.
- Recognise when a friendship is making them feel unhappy and how to seek help.

Respectful Relationships Pupils should;

- Know the importance of respecting others, even when they are different from them.
- Understand the importance of courtesy and manners.

- Know the importance of self-respect and how this links to their own happiness.
- Expect to be treated with respect by others.
- Understand the importance of respecting people in authority.

Online Relationships Pupils should;

- Know the rules and principles for keeping safe online.
- Know that the same rules apply to online relationships as to face to face.
- Understand that information is shared and used online.

Being Safe Pupils should;

- Know that it's not alright to keep secrets if they relate to keeping safe.
- Know that each person's body belongs to them and the differences between appropriate and inappropriate contact.
- Know how to respond safely and appropriately to adults they may encounter whom they do not know.
- Know how to recognise and report feelings of being unsafe or feeling bad about any adult.
- Know how to ask for advice for themselves or others and where to get that advice from.

**Agreed Procedure**

We teach Relationships through different aspects of the curriculum. Much of the teaching will take place in Personal Social Health and Economic Education and Social Emotional Aspects of Learning sessions. Other subject areas contribute significantly to children's knowledge and understanding of their bodies, particularly Science and PE.

SEALs themes are introduced through whole school assemblies and then further explored in class through discussions and practical activities. Discussions will be encouraged to allow children to share their emotions. Sometimes this will occur as a result of particular things that have happened in school or at home.

All our procedures comply with the public sector equality duty in the Equality Act 2010.

**Working with parents**

There should be good communication between parents and school, with parents given the opportunity to understand and ask questions about the school approach. (Children may be withdrawn by their parents from parts of the Relationship and Sex Education programme that are outside of the compulsory elements of the National Curriculum.)

## **Child Protection / Confidentiality**

Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher/ Designated Safeguard Lead in line with the LA procedures for Child Protection.

## **Use of Language**

Staff have an important role to play in modelling positive behaviours and language. They should introduce safe, neutral vocabulary with which to communicate. They should acknowledge the words used at home and with friends but should negotiate the use of words at school that are acceptable to all concerned.

## **Dealing with difficult situations**

Teachers will endeavor to answer questions as honestly as possible. If faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

## **Children with special needs**

The provision for children with Special Educational Needs is detailed in the Inclusion/SEN policy and is directly related to the Special Educational Needs and Disabilities Regulations 2014 documentation. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships Education.

## **Monitoring and Evaluation**

Monitoring is the responsibility of the Head Teacher and all staff in school. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers' planning, questionnaires to teachers and children and feedback from parents as appropriate.

## **Links with other policies**

Anti-Bullying Policy	Behaviour Policy
British Values Policy	Confidentiality Policy
Equal Opportunities Policy	E-Safety Policy
Health and Safety Policy	Mental Health Policy
PSHE & Citizenship	Safeguarding and Child Policy