

# Relationship Education Policy

Name of school: *Parsonage Farm Nursery and Infant School*

Date of policy: *September 2023*

Member of staff responsible for Relationships Education and Health Education: *Rachael Gray*

Review date: *September 2024*

## 1. How this Policy was developed

### ➤ Who was consulted about it and who approved it?

Governors, parents and staff were consulted about this policy (February/March 2021), first with a virtual TEAMs meeting where the curriculum was shared and then by sharing this policy and asking for feedback.

## 2. Requirements on schools in law

➤ **From 2020:** It was statutory for schools to deliver Relationships Education (RSE) in primary schools. Health Education, was also made statutory from 2020, covering the key facts about puberty and the changing adolescent body.

➤ As an infant school we will not be covering any part of sex education, but will start teaching children about body parts and positive relationships from Reception. This is a building block for what they will continue to learn when they leave us in Year 2.

## 3. What is Relationships (and Sex) Education?

➤ As defined by Coram Education, Relationships Education (RSE), ‘teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults. Children need to learn about relationships, the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way’.

[https://www.coramlifeeducation.org.uk/What\\_is\\_Relationships\\_Education?edit](https://www.coramlifeeducation.org.uk/What_is_Relationships_Education?edit)

➤ Our aims are to ensure our children are equipped with the tools and self-confidence they need to develop safe and healthy relationships as they grow and develop in both our school and at their future schools.

➤ At Parsonage Farm we follow these units across the whole school:

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	<ul style="list-style-type: none"> <li>• What makes me special</li> <li>• People close to me</li> <li>• Getting help</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and difference</li> <li>• Celebrating difference</li> <li>• Showing kindness</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping my body safe</li> <li>• Safe secrets and touches</li> <li>• People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>• Looking after things: friends, environment, money</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping my body healthy – food, exercise, sleep</li> <li>• Growth Mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• Life stages</li> </ul>

Y1	<ul style="list-style-type: none"> <li>• Feelings</li> <li>• Getting help</li> <li>• Classroom rules</li> <li>• Special people</li> <li>• Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising, valuing and celebrating difference</li> <li>• Developing respect and accepting others</li> <li>• Bullying and getting help</li> </ul>	<ul style="list-style-type: none"> <li>• How our feelings can keep us safe – including online safety</li> <li>• Safe and unsafe touches</li> <li>• Medicine Safety</li> <li>• Sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Taking care of things:               <ul style="list-style-type: none"> <li>• Myself</li> <li>• My money</li> <li>• My environment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Growth Mindset</li> <li>• Healthy eating</li> <li>• Hygiene and health</li> <li>• Cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• Getting help</li> <li>• Becoming independent</li> <li>• My body parts</li> <li>• Taking care of self and others</li> </ul>
Y2	<ul style="list-style-type: none"> <li>• Bullying and teasing</li> <li>• Our school rules about bullying</li> <li>• Being a good friend</li> <li>• Feelings/self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Being kind and helping others</li> <li>• Celebrating difference</li> <li>• People who help us</li> <li>• Listening Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and unsafe secrets</li> <li>• Appropriate touch</li> <li>• Medicine safety</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Self-regulation</li> <li>• Online safety</li> <li>• Looking after money – saving and spending</li> </ul>	<ul style="list-style-type: none"> <li>• Growth Mindset</li> <li>• Looking after my body</li> <li>• Hygiene and health</li> <li>• Exercise and sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Dealing with loss</li> <li>• Being supportive</li> <li>• Growing and changing</li> <li>• Privacy</li> </ul>

- We teach these sessions in a variety of ways, but predominately through whole class inputs and discussions and small group tasks. By teaching most of the content in whole class sessions, we can ensure all children are hearing the same input at the same time and can all contribute or ask questions as needed. It will be taught weekly, by the class teacher, or where appropriate, the class LSA.
- SCARF provides worksheets for most sessions, which teachers often use as a guide to task design, as we recognise worksheets are not appropriate teaching tools with the youngest children.
- Our PSHE and RSE sessions are taught alongside our values, in particular the value ‘We respect ourselves, others and our school’. This ensures all sessions are respectful, taking into account all children’s prior knowledge and allowing each child to feel safe and supported. Further to this, the RSE elements of SCARF are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship and therefore fit naturally into our PSHE curriculum.
- Teachers have a wealth of knowledge teaching RSE and the SCARF website provides further guidance on how to deal with difficult questions that may arise during RSE sessions.

#### 4. How Relationships (and Sex) Education is monitored and evaluated

- The SCARF planning includes assessment opportunities which teachers can use to track the progress of children in these sessions, and across the year. Most assessment will be verbal and in the moment, ensuring children do not leave sessions with any misconceptions or worries. Year group teams will discuss progress in weekly planning time and sessions will be adapted as needed to suit the needs of the cohort.
- The PSHE leader (Rachael Gray) will liaise with staff across the year to monitor the teaching and learning and where appropriate lesson observations and pupil conferencing will take place.

#### 5. How the delivery of the content will be made accessible to all pupils

- Our RSE sessions, are based on the SCARF planning units but then adapted to the individual needs of each class. Content is age-appropriate and teachers take into account gender, ethnicity, religious beliefs and the varying home backgrounds of our school community as they teach each session. Sessions often involve videos, pictures, partner talk and games to

ensure children can access the content easily. Any children with a specific SEN will be supported in RSE sessions through adapted resources or additional adult support as needed.

## 6. Parental concerns and withdrawal of students

- To help support parental understanding of RSE, two online consultation sessions were run in March 2021, with 63 families attending. The consultation shared resources, curriculum coverage and provided parents with the chance to ask any questions they might have about RSE. Elements of the consultation have been included as an appendix to this policy.
- **What are parents' rights in regards to requesting that their child be withdrawn from Sex Education (from 2020)?**
- From 2020 parents can request that their child is withdrawn from Sex Education sessions (where content not covered by the National Curriculum Science framework is taught), but not Relationships Education. As an infant school we will only be teaching Relationships Education, therefore parents will not be able to withdraw their child from these sessions.

## 7. Dissemination of the Policy

- This policy can be found on the school website and the link to the policy has been given to all stakeholders.
- Further information on our PSHE/RSE curriculum can also be found on our school website under the 'Curriculum' page.

## 8. Sources of Further Information

This policy has drawn on:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2019)
- Coram Education's SCARF website and resources
  
- **This policy should be read in conjunction with the following policies:**
- Safeguarding policy (this can be found on our school website)
- Child Protection policy (this can be found on our school website)
- DfE Keeping children safe in education (2022)

# Appendices

Appendix 1: When specific body parts are taught in the school year

Appendix 2: Examples of resources used to cover elements of the RSE curriculum

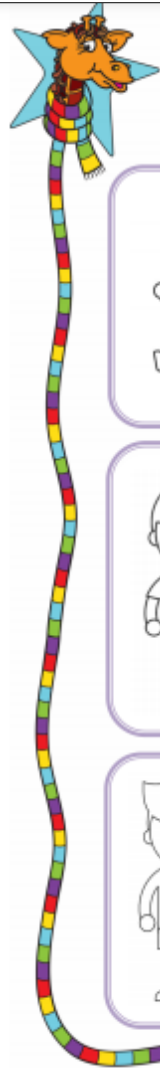
**Appendix 1: When specific body parts are taught in the school year**


This grid shows when specific body part names are taught in each school year. Once they children have learnt these in Reception, the expectation will be for us as staff to use these words as and when needed throughout the year, knowing the children have been taught them in an age-appropriate way.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS						private parts penis vulva
Y1			privates			privates penis vulva
Y2			privates genitals penis vulva			genitals penis vulva testicles nipples

**Appendix 2:** Examples of resources used to cover elements of the RSE curriculum

Year R:




coram  Life Education  
**SCARF**  
Safety Caregiving Achievement Resilience Friendship


Name \_\_\_\_\_

Getting bigger


When I was a baby I couldn't...




When I was a toddler I couldn't...




When I am a teenager I can...




coram  Life Education **SCARF**


**Teacher Resource**  
Life Stages: Human Life Stages – who will I be?


In preparation for this adult-supported activity, cut out the different characters for children to put in correct order.



**Baby**







**Toddler**

Year 1:

Activity sheet

### Needing the toilet

coram Life Education  
SCARF  
Safety Caregiving Achievement Resilience Friendship

What could you do as a baby?	Me as a baby	Who helped you as a baby?
What could you do as a toddler?	Me as a toddler	Who helped you as a toddler?
What can you do now?	Me now	Who helps you now?



Who wiped them clean then and who does it now?

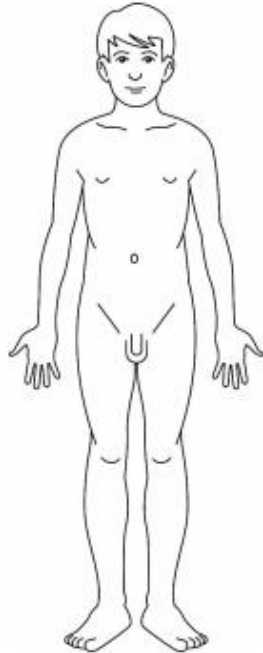
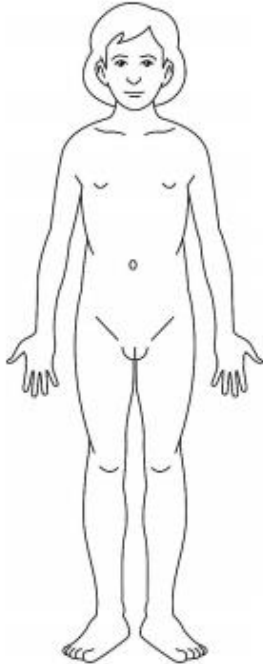
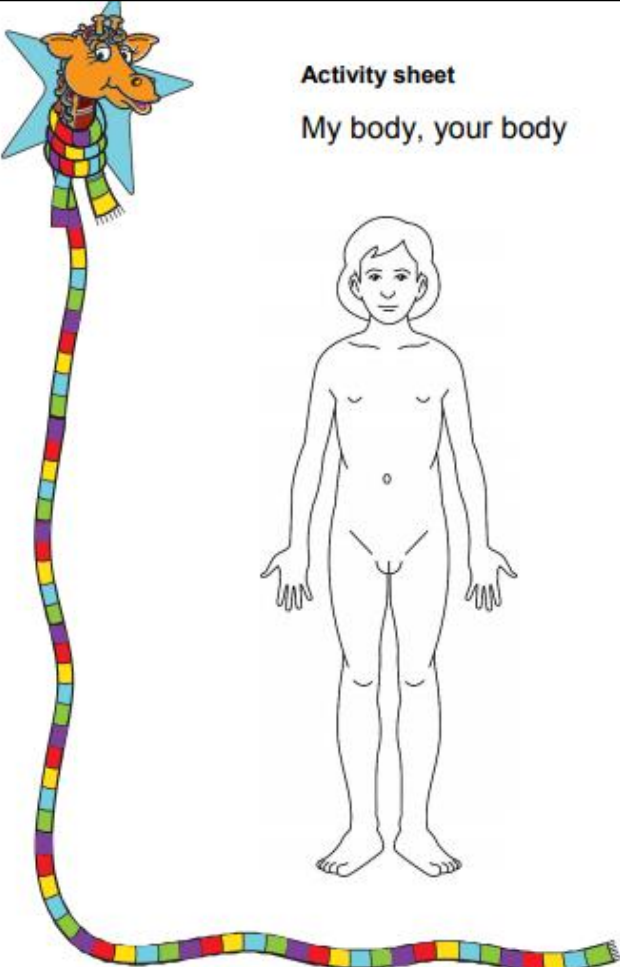
What are the words that we give to the parts of our body that we need to wipe/pat? Is it the same for boys and girls? [The children may use a range of words, here].

Explain that the names for a boy's external genitals are penis and for a girl's it's vulva and these are the names we would use if we had to talk to a Doctor or someone else we trust about our private parts, if we needed to, e.g. if they were sore.



Year 2:

**Activity sheet**  
**My body, your body**



head  
eyes  
ears  
nose  
nipples  
belly button (navel)  
vulva  
penis  
testicles  
fingers  
knees  
toes

coram Life Education  
**SCARF**  
Safety, Consent, Achievement, Resilience, Friendship

© Coram Life Education SCARF resources