

ESTCOTS PRIMARY SCHOOL



Teaching and Learning Policy for EDUCATION FOR SAFEGUARDING (RSHE) POLICY

Approved by:

R Brock

Date: September 2022

Last reviewed on:

November 2023

Next review due by:

September 2024

Teaching and Learning Policy

for

EDUCATION FOR SAFEGUARDING (RSHE) POLICY

Introduction

At Estcots Primary School, we promote personal wellbeing and development through a comprehensive 'Education for Safeguarding' (E4S) curriculum. The West Sussex Education for Safeguarding (E4S) curriculum is based on the national Department for Education, Relationships, Sex and Health Education (RSHE) guidance and numerous national frameworks, including the PSHE Association, but adapted and enriched for schools in West Sussex.

Our E4S curriculum provides our children with the opportunity to develop the skills, knowledge and values that ensures that each of them will know more, remember more and understand more, about how to play a positive and successful role within their communities and the wider world. The curriculum will offer opportunities to practise and develop the skills needed so that children grow into independent learners and confident adults ready to work together and succeed in life after school.

At Estcots, we provide a holistic education for all children. Every pupil will receive their full entitlement to RSHE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We will support children in their emotional, cultural and social, as well as academic development. Children will understand what it means when we do more than talk about our values, we practise them. We are clear about what we believe and hold important, and we take care that our intentions, words, thoughts, and behaviours align with our values. Our curriculum is planned for and accessible to all. Teacher's at Estcots care about the wellbeing and outcomes of each and every child.

Estcots school have used the West Sussex E4S toolkit to help develop this policy and, in consultation with all stakeholders, have created a bespoke, needs-based E4S curriculum. We aim to provide a broad and balanced curriculum tailored to individual pupil needs, which will enable all children to achieve their maximum potential.

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017 (See appendix 1). However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 (See appendix 2).

Aims

The aims of the E4S curriculum at our school are:

- ◇ provide the knowledge and information to which all pupils are entitled
- ◇ help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- ◇ provide the confidence to be participating members of society
- ◇ give children an understanding of the importance of health and hygiene in order that they develop respect and care for their bodies
- ◇ develop understanding of the characteristics of positive mental health and wellness, and exploring how pupils can best maintain these

- ◇ help pupils develop communication and assertiveness skills to manage the influences of their peers and the digital world
- ◇ ensure young people have the skills and knowledge to be able to navigate the ever changing digital world
- ◇ ensure that pupils are critical thinkers, can recognise risk and develop effective strategies for staying safe online
- ◇ answer pupils' questions honestly and sensitively – referring the children to parents where appropriate
- ◇ give information on where individuals and families can get help and support
- ◇ provide a framework in which sensitive discussions can take place
- ◇ create a positive culture around issues of relationships
- ◇ equip pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships
- ◇ prepare pupils for puberty and give them an understanding of reproduction and sexual development
- ◇ encourage pupils to take responsibility for their own actions
- ◇ provide opportunities for the application of the knowledge, skills and understanding they have been taught within a 'safe' environment

Our Curriculum

Relationship and Sex Education is delivered through science, RE, E4S, ICT and 'circle time'. A planned and coordinated approach to each subject provides a framework for RSHE to take place providing pupils with a consistent message. Our curriculum is set out as per Appendix 3 and has been developed using the WSCC Educating 4 Safeguarding tool. It is underpinned by four cornerstones of E4S (See below/Appendix 4) and linked to our science curriculum. We may need to adapt it as and when necessary.

E4S at Estcots Primary School is based around the four Cornerstones of:

- Digital and Media Literacy
- Physical Health and Wellbeing
- Emotional Health and Wellbeing
- Relationship and Sex Education

Through creating a personalised and progressive curriculum that is specifically relevant to Estcots school's community, learning experiences related to these four cornerstones will support our pupils in developing the skills, knowledge and understanding for their own safeguarding, health and wellbeing. We believe the teaching of E4S should be shared with parents/carers and be mutually supportive and complementary. This policy has been developed to

ensure that staff and parents/carers are clear about the statutory requirements regarding E4S and Relationship and Sex Education and Health Education (RSHE), and that the pupils receive their educational entitlement.

It is our intention that all pupils can experience a programme of E4S at a level which is appropriate for their age and physical development with differentiated provision if required.

The E4S programme at Estcots reflects the school's values and the rationale which underpins our curriculum. Children will learn about moral values through all aspects of school life, including our 'Golden Words'

Early Years

See appendix 5

RHSE Curriculum

The RHSE curriculum 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

Primary sex education will focus on:

- ◇ Preparing boys and girls for the changes that adolescence brings
- ◇ How a baby is conceived and born

Relationship and sex education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant

Science Curriculum

The minimum statutory requirement for RSHE is that schools must deliver the National Curriculum for Science to all children within school:

EYFS (Physical Development)

Know and talk about the different factors that support their overall health and wellbeing

Key Stage 1

- ◇ Animals, including humans, move, feed, grow, use their senses and reproduce.
- ◇ Children should name and recognise the main external parts of the human body.
- ◇ That humans can produce offspring, and these grow into adults.
- ◇ Children should recognise similarities.

Key Stage 2

- ◇ That the life processes common to humans and other animals include nutrition, growth and reproduction.
- ◇ The main stages of the human life cycle, including puberty.

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

For more information about our curriculum, see our curriculum map in Appendix 3.

SEND and E4S

For children within our school community with special educational needs and disabilities we seek to ensure they are fully included in E4S, sex and relationship education, which should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. Some parents and carers of children with special educational needs may find it difficult to accept their children's developing sexuality. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children may need additional support to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Roles and responsibilities

The Governing Body

The governing body will approve the E4S policy and hold the Headteacher to account for its implementation.

Headteacher and E4S (RSHE) Lead

The Headteacher and E4S (RSHE) Lead are responsible for ensuring that E4S is taught consistently across the school, and for managing requests to withdraw pupils from the non-science components of Sex Education. It is the responsibility of the Headteacher and E4S (RSHE) Lead to ensure that both staff and parents are informed about our policy, and that the policy is implemented effectively. It is also the Headteacher and E4S (RSHE) Lead's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Staff

Staff are responsible for:

- ◇ Delivering E4S in a sensitive way
- ◇ Modelling positive attitudes to E4S
- ◇ Monitoring progress
- ◇ Responding to the needs of individual pupils, including those with Special Educational Needs or Disabilities
- ◇ Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of the RSE element of E4S

Staff do not have the right to opt out of teaching E4S. Staff who have concerns about teaching E4S or components of it are encouraged to discuss this with the E4S Lead/Headteacher

Confidentiality and Answering Difficult Questions

Teachers conduct E4S lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, likely to be involved or witness to inappropriate behaviour or material, this will be dealt with in line with our Safeguarding and Child Protection policy. If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to approach a resolution. This may be through liaising with parents and carers, individual work or discussion with the child.

All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but 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. If children, ask 'concerning questions' they could possibly be indicative of a safeguarding issue. In this case, teachers will follow the school safeguarding procedures. In the case of 'genuine questions' that may be age-inappropriate, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

If the staff member is concerned, they must refer to the Headteacher or E4S Lead (RSHE) who can discuss the matter with the parent or follow other appropriate procedures.

All Key Stage 2 classes have an 'E4S Question box' in their classroom so that they can ask questions anonymously.

Safeguarding / Confidentiality

Teachers are aware that effective sex and relationship 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 Child Protection person in line with the local authority procedures for child protection. A member of staff cannot not promise confidentiality if concerns exist.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from the non-science components of sex education within RSE. However, should parents be considering such a step, we encourage them to first talk it through with the child and their class teacher, and then, if necessary, contact the E4S Lead/Headteacher.

The Role of Parents and Carers

The school is aware that parents and carers have an important role in children's Education for Safeguarding and Relationship and Sex Education. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform and consult with parents about the school's E4S policy and practice
- Answer any questions that parents may have about the E4S curriculum
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for E4S in the school

Monitoring and Evaluating the Policy

The delivery of E4S and policy is monitored by Mrs Rachel Brock (Headteacher/DSL), Mrs Jacqueline Jones (Deputy Head Teacher/DSL) and Mrs Ruth Gray (E4S (RSHE) Lead) through a mixture of:

- ◇ Triangulation of monitoring – pupils' work, planning and drop ins.
- ◇ Learning walks
- ◇ Pupil voice opportunities
- ◇ Staff meetings

Pupils' development in E4S is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the above named staff members. At every review, the policy will be approved by the Governing Body.

Policy Development

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

1. Review – a member of staff or working group 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 policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read and comment on the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Appendix 1

Section 34 of the Children and Social work act 2017

Relationships, sex and PSHE education Section 34 places a duty on the Secretary of State to make regulations that require all schools in England to provide relationship education to pupils receiving primary education, and relationships and sex education to pupils receiving secondary education. The duty applies in relation to academy schools and independent schools as well as maintained schools. The education must be appropriate having regard to age and religious background, and regulations must detail the circumstances in which a pupil can be excused from receiving that education. The regulations will be consulted on.

Appendix 2

Section 403 of the Education Act 1996

Sex education: manner of provision

The local education authority, governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

Appendix 3

Estcots School E4S Curriculum with Key Questions – September 2022 Draft

Year 1	Relationships and Sex Education				Digital and Media Literacy					
	Being Safe	Identity	Family & Friendship, Relationships	Feelings and attitudes	Self-image, Mental Health, and Wellbeing,	Staying Safe Online	Online Reputation	Online Relationships and cyberbullying		
	How do I keep my body to myself? Who should we tell if we feel uncomfortable, worried or confused?	How have I changed since I was a baby?	What does family mean to me? Who are my special people?	How do I know how other people are feeling? Who can I talk to if I am unhappy or worried?	When does spending time online become unhealthy and why?	What information is classed as personal?	What is a risk?	What do you do online?		
	Physical Health and Wellbeing				Emotional Health and Wellbeing					
Eating Well, and Being Active	Drugs, Alcohol & Tobacco	Hygiene and Protecting your Health	Keeping Safe and Risks	Emotional Resilience	Sense of Self	Wellbeing	Relationships			
What does it mean to be healthy and active and what can we do to keep this way? (in and out of school) What do we know about healthy eating and how it can help keep our bodies healthy?	How do medicines help people maintain health?	How will keeping clean and healthy help us as we grow up? What do we mean by right and wrong?	What does it feel like to feel safe/unsafe? What do we mean by well and unwell?	What are all the different ways I can 'feel'?	How are we different/similar to others? How do we get better at things we want to achieve?	How do we keep our bodies and minds well and what might make us unwell?	How does it feel to do the right/wrong thing?			
Year 2	Relationships and Sex Education				Digital and Media Literacy					
	Being Safe	Online Relationships and media	Feelings and Attitudes	Identity	Family, Friendship and Relationship	Online Content and Critical Thinking	Online Reputation	Self-image, Mental Health and Wellbeing	Staying Safe Online	Online Relationships and cyberbullying
	How do we know when someone wants to keep things private? Who and what can help us when we feel worried or unsafe?	What do we mean by private and what sorts of things do people keep private? How do we know when to keep safe?	What are the things that we treasure and how do we look after them? How can I cope with strong feelings?	How am I different and similar to other people? What are the differences between boys and girls?	What relationships do I have in my life? How do people look after each other?	How do you ensure you safely search for information?	What is your digital footprint and how do I manage it?	Do people ever pretend to be someone online that they are not really?	How do you keep your devices safe and secure? Why is it important?	Where/ who would I go to if I was affected by something someone said to me online?
	Physical Health and Wellbeing				Emotional Health and Wellbeing					
Eating Well, and Being Active	Drugs, Alcohol and Tobacco	Keeping Safe and Emergencies	Hygiene and protecting your Health	Keeping Safe and Risks	Emotional Resilience	Sense of Self	Wellbeing	Relationships	Transition	
What do healthy people do some of the time? All of the time? Never	Why are safety rules necessary for medicines? Which things are safe, not so safe or dangerous?"	How do these people help us to keep safe?	How do we keep our bodies well and what might make us unwell?	What do we think we have to keep safe from and how do we do this? How do we alert the emergency services?	How is physical hurt and emotional hurt the same and different? Do we have to keep promises and secrets if someone says so?	How does it feel to be good at something? How do we recognise stereotypes and why do we need to challenge stereotypes? In which ways are we all equal?	How do I look after my emotional needs as well as my physical needs?	How does it feel to be a part of this group and how can we make sure that everyone feels included in a group? What does a good friend look like?	What are habits? Are they easy or hard to make and change? What changes can be positive, and might be something to look forward to?	

Year 3	Relationships and Sex Education				Digital and Media Literacy						
	Being Safe		Identity		Self-image, Mental Health, and Wellbeing,		Staying Safe Online	Online Reputation	Online Relationships and cyberbullying		
	What do we mean by private and privacy?		What does it mean to be me?		What makes up my identity?		How do you create a strong password?	Why is it important to protect what others can see when they look at my profile?	What is cyberbullying? How do you make sure you have positive relationships online?		
	Physical Health and Wellbeing				Emotional Health and Wellbeing						
Eating Well, and Being Active		Hygiene and Protection	Keeping Safe and Emergencies		Emotional Resilience		Sense of Self	Wellbeing	Transition		
What is meant by a habit? What does it mean to live a 'balanced' lifestyle? What choices can someone make to help look after their body and mind?		How do we keep good hygiene standards?	What do we have to keep safe from?		What are emotions and how do they affect us? What is involved in growing up?		What is self-esteem and how is it developed? Does the media reflect real life? How does it feel to try something new or difficult?	What do we mean by health and wellbeing? Why is this important?	What is change and how do I feel about it?		
Year 4	Relationships and Sex Education				Digital and Media Literacy						
	Being Safe	Online Relationships	Feelings and Attitudes	Identity	Family, Friendship and Relationship	Online Content and Critical Thinking	Self-image, Mental Health and Wellbeing	Staying Safe Online	Online Relationships and cyberbullying		
	Who can I talk to if I feel worried or if something feels wrong? Why is it important to tell an adult when there might be a secret that feels unsafe or worrying?	What do we need or want to keep private?	What kind of feelings come with puberty? How can I cope with different feelings and mood swings?	What are the physical and emotional changes in puberty?	What differences are there in different relationships? What should I do if my family and friends don't see things the way I do?	What do I do if I am upset or worried about something I have seen or has been said to me online?	What might be the negative impact of spending too much time online?	Why should you not share your passwords?	What roles do people play in cyberbullying?		
	Physical Health and Wellbeing				Emotional Health and Wellbeing						
Eating Well, and Being Active		Keeping Safe and Emergencies		Keeping Safe and Risks		Emotional Resilience		Sense of Self	Wellbeing	Relationships	Transition
When do behaviours and choices become habits and affect our health? What does it mean to live a 'balanced' lifestyle? What external influences exist and affect the choices we make?		What is meant by the terms danger or a hazard? What do we have to keep safe from?		Who/what can help us when we feel under pressure to do something risky?		How can a person raise their self-esteem? How do we work out how others feel if they don't tell us? How can people feel about their changing bodies during puberty? How can I manage my feeling around changes to my body? How does it feel to break up with friends?		What can contribute to low self-esteem and what is the impact of negativity on it? How do I learn best? What are my strengths? Learning: To identify some	What do we mean by health and wellbeing why is this important?	What are the benefits of belonging to a group or community? What makes a good friend?	What impact can change have?

Year 5	Relationships and Sex Education					Digital and Media Literacy				
	Being Safe	Online Relationships	Feelings and Attitudes	Identity	Family, Friendship and Relationship	Online Content and Critical Thinking	Self-image, Mental Health and Wellbeing	Staying Safe Online	Online Relationships and cyberbullying	
	Who chooses what I do with my body? How does my body tell me if I feel safe and unsafe?	What can someone do when they feel under pressure to do something?	How can I say no to someone without hurting their feelings?	How does the media influence individual opinions and beliefs? Are there expectations about how boys and girls behave and who decides these?	What differences are there in different relationships? How and why might people decide to have a baby? What strategies can we use to solve problems in our relationships?	What steps can I take to check that information is correct online? Who could I go to for support if someone wanted information from me or wanted to meet me?	Why is identity important? Can identity be fluid? What can make identity change?"	What are the rules around using other people's work or ideas online?	What checks can you do to ensure you know the person you are talking to online? What actions and behaviours can be undertaken to prevent cyberbullying incidents from taking place?	
	Physical Health and Wellbeing					Emotional Health and Wellbeing				
Eating Well, and Being Active		Keeping Safe and Emergencies		Keeping Safe and Risks	Emotional Resilience	Sense of Self		Wellbeing	Relationships	Transition
Do we see habits as good, bad, changeable, stoppable? Why? How do we know if the choices we are making are healthy? How does the media impact on choices of lifestyle and health?		What are the rules and risks different in different situations? How do we access help effectively in an emergency? (Adult, professionals, emergency services)"		How and why do some people persuade others to do something they feel uncertain about?	How does it feel when someone listens to how we are feeling and how can we help others in this way? What sorts of feelings can change or loss bring?	How does the way we view images affect the way we feel, and behave? What is the relationship between self-image, confidence and self-esteem? What are our long-term goals?		What can we do to help ourselves when we experience strong emotions?	What strategies can we use to solve problems in our relationships? Win-win? Giving in?	What will be good about moving on to a new class?
Year 6	Relationships and Sex Education				Digital and Media Literacy					
	Being Safe		Family, Friendship and Relationship			Online Content and Critical Thinking	Self-image, Mental Health and Wellbeing	Staying Safe Online	Online Reputation	Online Relationships and cyberbullying
	Who chooses what I do with my body? What types of physical contact is acceptable/unacceptable in different situations How does our body/mind warn us when someone gets too close? Who can help me if I feel uncomfortable about how I am being touched?		What does it mean to get married or have a civil partnership and why might people do this? What skills does each person in the relationship need?			Why might someone want to manipulate me online?	How do people influence others? How do biases form?	How do you keep information safe online?	Why is it important to protect what others can see when they look at your profile? What harmful things can they do?	How do you make sure you have positive relationships online? What should you do if you witness cyberbullying? What laws apply to cyberbullying?
	Physical Health and Wellbeing					Emotional Health and Wellbeing				
Drugs, Alcohol and Tobacco	Eating Well, and Being Active	Hygiene & Protecting Your Health	Keeping Safe - Emergencies	Keeping Safe -Risks	Emotional Resilience	Sense of Self		Wellbeing	Relationships	Transition
How do people use drugs? "What are some of the a) benefits and b) harm/risks from using drugs? Who may influence you to take harmful or illegal substances?	What external influences may affect the habits that develop or change? What factors contribute to making us physically healthy?	How do we develop healthy sleep habits?	What does being responsible for ourselves mean?	How can we recognise a threat?	How does it feel to feel overwhelmed with feelings and when might this happen? Why is it important to take notice of and express our feelings about loss and change?	What could someone do to support a friend who is at risk of using unhealthy coping strategies? What makes us feel good about ourselves? How do other people affect this?		Why is sleep important to my emotional wellbeing? How is our health and wellbeing influenced?	Where does pressure come from and how might people try to persuade others to do things?	How can I make the most of the opportunity/ change? What will stay the same and change in my life? What might my new school be like?

Appendix 4

Definitions of the E4S 'Cornerstones'

Digital & Media Literacy

It is important that in modern Britain, young people have the skills and knowledge to be able to navigate the rapidly evolving digital world and explore the positive contributions the internet creates, whilst also ensuring that they are critical thinkers, can recognise risk and develop effective strategies for staying safe online. The Digital and Media Literacy cornerstone will enable this by providing pupils with crucial insight into five key concepts: Online content and critical thinking; Self-image, mental health and wellbeing; Staying safe online; Online reputation and Online relationships and cyberbullying. In addition, pupils will also be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. Pupils will be taught why social media, computer games and online gaming have age restrictions and be equipped to manage common difficulties encountered online.

Physical Health & Wellbeing

Physical Health and Wellbeing education is learning about the characteristics of good physical health, wellbeing and the connections between our bodies, minds, behaviours and wellbeing. The fundamental building blocks across all age phases include the benefits and importance of exercise, nutrition, sleep, hygiene, healthier lifestyles, substances, health prevention, emergencies and keeping safe and taking risks. It also focuses on the steps pupils can take to protect and support their own and others' health and wellbeing. This should enable pupils to develop the knowledge, skills and understanding needed to develop the language to talk about their bodies, health and lifestyles and express whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Emotional Health & Wellbeing

Emotional Health and Wellbeing is about learning the characteristics of positive mental health and wellness and exploring how pupils can best maintain these. Teaching ways to recognise challenges to emotional health and helping students develop strategies to cope is of paramount importance. This includes how to cope with loss and manage changing situations. Pupils will be encouraged to discuss and recognise their own strengths, achievements and success. Universal emotional health and wellbeing curriculum within an effective whole school approach is a truly proactive way in which schools can make a real difference to the lives of their pupils. There is clear evidence of positive impacts on: academic learning; staff and pupil wellbeing; the development of social and emotional skills and attitudes that promote learning in school and throughout life. The prevention of mental health problems such as depression, anxiety and stress; improving school behaviours and reductions in risky behaviour is also a key element of this cornerstone. There is significant evidence that good emotional health and wellbeing also contributes to good physical health.

Relationship and Sex Education

Relationship Education in Primary schools is learning about the emotional, social and physical aspects of growing up and a range of different relationships. The fundamental building blocks at Primary School will be the characteristics of positive relationships, friendships, family relationships, relationships with other children and with adults, identity, diversity and feeling safe. Relationship and Sex Education will equip pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships. Primary Sex Education involves preparing boys and girls for the changes that adolescence brings and how a baby is conceived and born. This is detailed further in the Curriculum segment of the policy. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances

(families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, 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).

Appendix 5

EYFS Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Children in reception will be learning to:	Examples of how to support this:
See themselves as a valuable individual.	Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child’s interests, showing you know them and about them.
Build constructive and respectful relationships.	Make sure children are encouraged to listen to each other as well as the staff. Ensure children’s play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions, with high levels of support when necessary.
Express their feelings and consider the feelings of others.	Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. Undertake specific activities that encourage talk about feelings and their opinions.
Show resilience and perseverance in the face of challenge.	Offer constructive support and recognition of child’s personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them.
Identify and moderate their own feelings socially and emotionally.	Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.
Think about the perspectives of others.	Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.
Manage their own needs	Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.