



Tannery Drift First School

Enjoyment – Achievement – Respect

Relationships Education Policy

Last Review Date:
November 2023

Next Review Date:
November 2026



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Relationships Education Policy

Definition

Relationships education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Why children should have Relationships Education

At Tannery Drift School we believe that relationships education is an essential and integral part of a balanced and broadly based curriculum and should be taught as an on-going theme throughout school. Relationships are an important part of most people's lives and education should equip children with the knowledge and attitudes which will enable them to establish successful relationships based on mutual respect and responsibilities. At Tannery Drift School, relationships 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

What is our approach to Relationships Education?

Whilst Relationships education is embedded within Science, RE, Computing curricula, we also follow the Jigsaw PSHE scheme (see Appendix 1), a holistic programme that supports children's personal development, sense of identity and self-respect throughout, with the Relationships 'Puzzle' (or strand) offering more specific aspects of statutory Relationships Education. The teaching and the materials will be appropriate to the age, and sensitive to the cultural background, of the pupils concerned.

Aims

- To support the personal and social development of all the children.
- To help children understand their bodies, how they work and how to keep them healthy.
- To prepare children for the changes that take place to their bodies, to reassure them that these changes are normal.
- To develop an appropriate vocabulary for talking about the body and confidence to talk about relationships.
- To increase the children's respect for themselves and others.
- To foster a partnership with parents in helping our children develop good relationships.

- To understand the diversity and values of family life.
- To understand the implications of parenthood and the needs of the very young to grow up within loving relationships.
- To understand and respect the varied cultural and religious attitudes to an individual's lifestyles and relationships.
- To develop a growing understanding of risk and safety, and the motivation and skills to keep themselves safe.
- To be aware of sources of help and to acquire the skills and confidence to use them.
- To develop the children's emotional awareness and enable them to manage their emotions.
- To help the children understand that they have a choice and that there are consequences from their choice.

Appendix 1 provides an overview of our PSHE curriculum; the 'Relationships' and 'Changing me' columns (highlighted in Green), contain explicit work on the required aspects of RSHE.

Parents do not have the right to withdraw their children from Relationships Education. We stand firmly by the philosophy that ALL children should be valued and included and we include images of many different family compositions in lessons on family relationships. The puberty work in Jigsaw fulfils the requirements that sit under the 'Changing Adolescent Body' strand of statutory Health Education and, whilst we write to Year 4 parents making them aware of this learning in the summer term, parents cannot withdraw their children from this learning.

Child Protection / Confidentiality

Teachers are aware that effective 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. If a disclosure is made, the staff member will inform the Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Dealing with 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.

Monitoring

The curriculum leader for PSHE is responsible for the monitoring of progress and outcomes of the Jigsaw curriculum and will report to Governors on an annual basis.

Appendix 1: Jigsaw PSHE Content Overview (Highlighted Sections)



Jigsaw PSHE Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Learning styles Celebrating the differences in everyone	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	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	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	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change



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