

**Our visions and values:**

- Protecting children's right to play learn and have a voice.
- Keeping parents involved in children's development
- Governors and staff leading the way on quality
- Working partnership with health professionals and schools
- Being ethical, respectful and tolerant

## Relationships and sex education policy

<b>Status</b>	Non-statutory
<b>Review timetable</b>	Annual
<b>Responsible governors</b>	Children's learning and development committee
<b>Last review date</b>	Spring 2025
<b>Date of next review</b>	Spring 2026
<b>The policy is available for staff at:</b>	School offices and shared drive
<b>And for parents/carers at:</b>	On request from school offices

### Policy audit

version	Revision date	Revised by	Section revised
V1	January 2022	Helen Currie (EHT), Lindsay Read (AHT), Pauline France (COG)	n/a
V2	January 2023	Helen Currie	No changes
V3	January 2024	Helen Currie	No changes
V4	March 2025	Alison Emmett	No changes

### Approval for children's learning and development committee

Name	Signature	Role	Date
Sally Davey		Chair, CLD	20.3.25

Written with reference to: Different But Equal: Equality and Inclusion Policy including SEND Code of Practice, Keeping Children Safe in Education 2021, Development Matters 2021, Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance for Primary and secondary schools).

The Forest Alliance of Nursery Schools teaches children from the ages of 2–4. We base our curriculum on the guidance in the above documents and follow guidance set out in Development Matters for this age group.

We teach children about making relationships through Personal Social and Emotional Development (PSED), in particular through a trusting relationship with their key person and how to make friends through supporting play. We focus on negotiation and resolving problems through our use of Tales Toolkit.

Through careful planning using our Curricular Goals, as children leave our schools our expectation for a typical 4-year-old is:

***I can negotiate with my friends to resolve issues, bouncing back from challenging situations***

They would display this by:

***I have a friend or a group of friends that I play with. I am beginning to resolve issues by saying to children that I do not like something and finding solutions to the problems that happen as they come up regulating my feelings with support.***

We teach other relationships through our Understanding the World (UW) Curricular Goal:

***I can make a family tree, talking about my family***

They will have been taught that:

**As I begin to separate from my family, with the support of familiar adults, I talk about my family members using photos as a reference. In my role play I might take on the role of someone that is important to me. In my early drawings I represent myself and my family members using circles as they are very important to me.**

**Now that I am settled in nursery I will know other children's names and begin to role play in the home corner, developing ideas of family. I will be read stories with lots of different characters from a range of ethnicities, some will look the same as me, some will look different from me.**

**My drawings of people are becoming more detailed. I am very clear who is important to me and I represent them. I will be encouraged to tell stories both through Tales Toolkit and through role play. I will make drawings and respond creatively to these new experiences. I talk about experiences that I have at home.**

I will paint and draw pictures of myself and family members which include details celebrating my skin colour, dress and features such as hair. I will include any animals that are special to me. My drawings will often express an emotion, particularly when using Tales Toolkit resources. My role play represents what I understand about family and relationships.

In line with national guidance for Early Years children we do not teach about reproduction or sexual relationships, we discuss relationships that children experience through their own lives and children from families different to theirs, for instance, "*Mummy has a baby in her tummy, ... \*\*\*\* has two dads that he lives with.*" We include a range of family images in the books we select which include families who have same sex relationships so that all families who attend our maintained nursery schools are represented. We also use dolls with male and female parts which teach that there is a difference in body parts. Staff use the technical terms for these body parts if a child discusses it directly with them. **We would expect the term penis for male parts and vulva for female parts.**

Gender is discussed in relation to body parts. Boys and girls can dress in any way they choose at nursery, providing clothing is safe and keeps them warm in winter and cool in summer. We have gender natural bathrooms. Children can refer to themselves in any way that they wish to. We choose books that challenge stereotypical roles and also seek to do this as part of our cultural capital visits to places of work.

We ensure that children understand how to keep themselves safe through teaching children boundaries through our intimate care policy and through our safeguarding policy and procedures. As children grow in independence staff will assist children to wipe themselves if they need support, by asking the child if they would like help, to develop the idea of consent. We ensure that children begin to develop an idea of privacy as they develop their independence as they toilet themselves. We use resources like the NSPCC PANTS song and posters to help children to understand privacy as they grow and develop. [Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

All staff that change children have been carefully vetted before employment and we have clear procedures regarding changing children. In line with Equality and Inclusion Policy and Safeguarding Policy, both male and female staff change children. Students and volunteers never change our children. Staff that change children or support children as they develop their own independence through toileting are only staff that know the children well.

This policy will be regularly reviewed and updated as part of the School's Policy Review procedure.

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