

Relationships and Sex Education (RSE) - What does this look like at Menphys?

All aspects of RSE need to be introduced in a way that reflects children's age and developmental levels. However, it is important that we expose children to them.

Relationships

Through our practice we are able to introduce the fundamental building blocks and characteristics of positive relationships..

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The key relationships our children will experience are with other children, their families and other adults.

Teaching about families should be sensitive and based on knowledge of pupils' circumstances; families take many forms e.g. single parents, LGBT parents, adoptive, grandparents etc.

Practitioners need to ensure that there is no stigmatisation of children based on their home circumstances. Practice must reflect sensitively that some children may have different structures.

Being Safe

By introducing our safeguarding vocabulary we are helping children understand that they have rights over their own bodies and giving them the tools to report their concerns

Respect for others

We do this by teaching children to understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Consent

By helping children to understand personal space and boundaries, showing respect and understanding the differences between appropriate contact ...

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..... and inappropriate or unsafe physical, and other, contact we can introduce the concept of consent.

links to Intimate Care Policy

Emotional and mental wellbeing

Our routines, structures, sensory diets, total communication approach, flexibility and curriculum delivery all support children

Everyday Practice

We should support children to develop traits such as resilience, kindness, independence, self-respect and self-worth, courage, generosity, and a sense of justice.