

Promoting children’s personal development and positive relationships at Sheringham Nursery School and Children’s Centre

October 2019

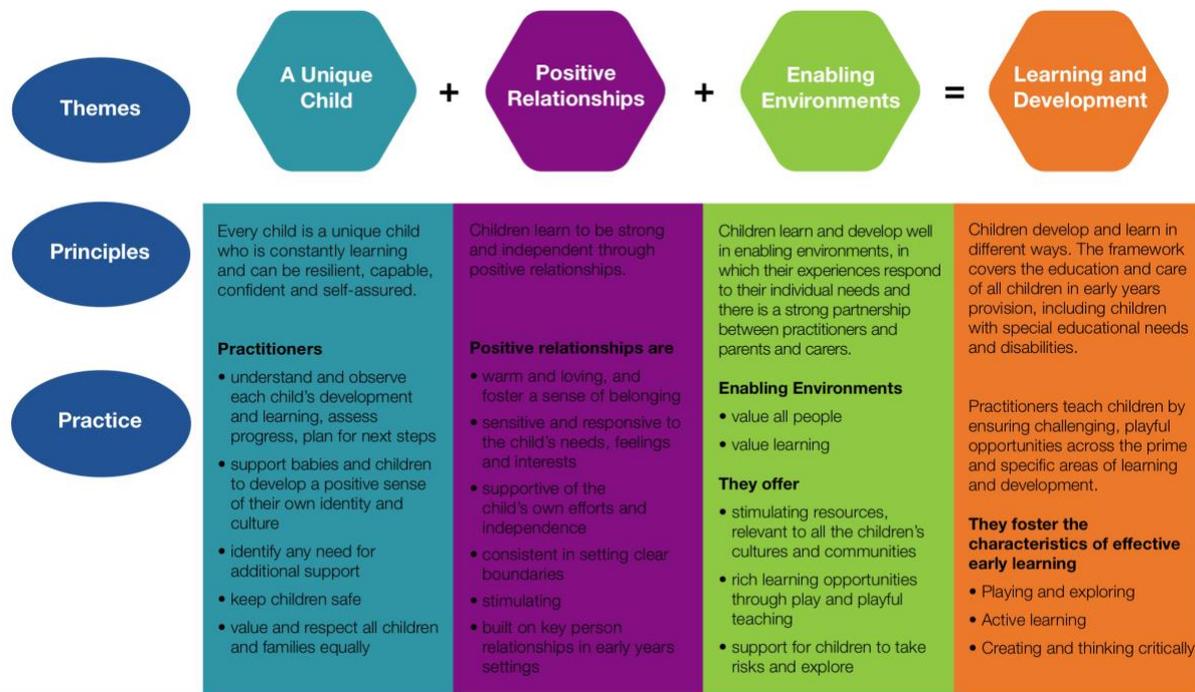


Figure 1 from *Development Matters in the EYFS*

Children learn to be strong and independent through positive relationships.

Positive relationships are

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child’s needs, feelings and interests
- supportive of the child’s own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

Our approach to Positive Relationships is shaped by the legal requirements set out in the [EYFS Statutory Framework](#). This includes the following:

Principles: children learn to be strong and independent through positive relationships

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

ELG for Making relationships (by the end of the Reception Year): children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

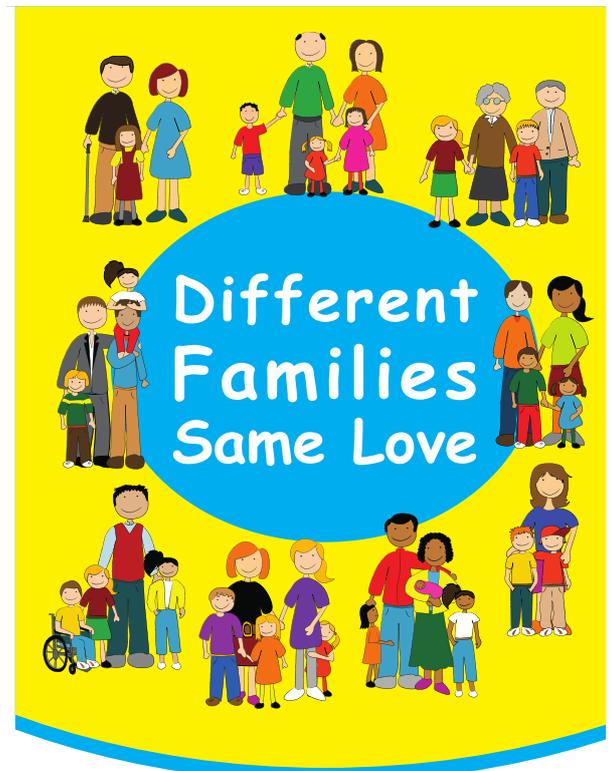
Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

ELG for Understanding the world: people and communities (by the end of the Reception Year): children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Safeguarding requirements: Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

What does this mean for Sheringham Nursery School?

1. We play a vital role in helping children to learn about forming positive and trusting relationships with adults (e.g. their key person) and with other children. Our behaviour policy focus on helping to learn to skills they need to form and maintain positive relationships, and becoming confident to say what they like and do not like. We help children learn how to manage conflicts. These are all essential building blocks for their development and learning. In primary school, this will lead onto their relationships education.
2. At Sheringham, children will get to know other children and families. Some family set-ups may be new to them. It is important for children to know that there are other kinds of families to their own. We emphasise the message of 'different families, same love'.
3. Sheringham is a diverse community. We ask all parents to uphold our equality policy. That means we undertake to uphold their rights to feel safe and valued, and free of harassment, bullying or prejudice. We encourage parents to raise any concerns if they arise. We also ask parents to allow all other users of the centre to feel safe and valued here. We oppose all kinds of discrimination and we challenge all forms of prejudice. We encourage adults and children to be respectful, and also curious, so we all learn about each other's culture, values, lifestyles and family set-ups.



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4. Our curriculum and resources are designed so that children will learn about other communities and people, who may be different and unfamiliar to them. We want children to be aware of, and be positive about, diversity.
5. We do not have a curriculum or resources for sex education. We will answer children’s questions honestly, and in ways which are appropriate for their ages and levels of development. We use the correct terms for body parts, as well as accepting children’s use of the words they have learnt in their family. We ask children’s consent before undertaking any intimate care or undressing them, although staff may have to go ahead with care routines even when a child protests as part of our duty of care. We support parents in ensuring that their children are safe online, including protecting them from inappropriate sexual content. This is all part of our commitment to safeguarding.

Relationships and Sex Education (RSE)

The government published statutory guidance for RSE in February 2019. From 2020, relationships, sex and health education will be compulsory subjects in all secondary schools, while all primaries will have to teach relationships and health education.

Some people are concerned about RSE. It is important for us to listen to and engage with these concerns. It is also important to realise that a great deal of misinformation is being shared locally, sometimes with the aim of causing alarm. Some groups – from any and all faiths and political persuasions – might use this issue as part of their wider agendas or even to radicalise parents.

Here is a summary of what the law requires:

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.

You will see from the table above that nursery schools and early years settings are not covered by this legislation.