

# Relationships Education Policy



Staff Responsible: L Kirk (PSHRE Lead / R Mahil-Pooni (HT)

Date of Policy: .....June 2021.....

Next review due by: ...Annually.....

Date policy approved: ...7<sup>th</sup> July 2021.....



## **1. Rationale**

The following policy refers to the Relationships Education curriculum content and delivery at Kenmore Park Infant and Nursery School.

### ***Definition:***

Relationships Education involves learning about caring and positive friendships, families and people who care for me, respectful relationships, online relationships, being safe, identifying changes as they grow.

Relationships Education contributes to the foundation of Personal, Social & Health Education (PSHE) and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Relationships Education is taught as an integral part of the school's PSHE provision throughout the school from Reception to Year 2. In this way, children are able to develop their ideas, knowledge and skills gradually as part of a spiral curriculum.

### ***Relationships Education and Ofsted:***

The 2019 Ofsted framework states:

'From September 2019, schools are able to follow a new relationships education and health education curriculum. From September 2020, they will be required by law to follow it.

Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

### ***Moral and Values Framework:***

The Relationships Education Policy will be sensitive/ respectful towards the established morals and values frame of all the major world religions. In its implementation, it will draw from the practical experiences of those who represent the various religious within the local community. The

Relationships Education Policy will be complimentary with the Religious Education Policy of our school.

## **2. Statutory requirements**

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Kenmore Park Infant and Nursery School we teach Relationships Education as set out in this policy.

## **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The steps taken to review the policy are as follows.

The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools therefore, some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review** – a member of school staff/members of the Relationships Education working party looked through the existing Relationships Education policy as well as local and national guidance for Relationships Education. The working party then reviewed the Relationships Education policy reflecting any advice and changes at local and national level.
2. **Staff consultation** – Staff were consulted via an online RSE staff survey. The results of this survey informed the policy development and also informed additional support needed to enhance the delivery of RSE. Staff were also consulted via a staff meeting. All staff were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
3. **Parent consultation** Parents were consulted via an online RSE parent's survey. The results of this survey informed the policy development and also identified additional work that was needed with parents to raise their awareness and knowledge of RSE at Kenmore Park Infant

& Nursery School. A consultation was also held with parents via zoom. Where parents were given the opportunity to review through the policy, ask for clarification on the contents of the curriculum and offer comments/suggestions.

4. **Pupil consultation.** A pupil focus group was also held so that pupils could feed into the content of the policy.
5. **Governor consultation** - Governors were consulted on this policy via a governor meeting and link governor representative. All governors were sent the draft policy in advance of the staff meeting and invited to comment on the policy and provide feedback.
6. **Ratification** – once amendments were made, the final version of the policy was shared with governors and ratified at the Governors meeting. **(7<sup>th</sup> July 2021).**

This policy will be reviewed every two years. The next policy will next be review due **September 2023**

#### **4. Aim and objectives**

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

The aims of Relationships Education at Kenmore Park Infant & Nursery school is to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Help pupils develop feeling of self-respect, confidence and empathy;
- Help pupils recognise healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

#### **5. Equal Opportunities**

Kenmore Park Infant and Nursery School believes that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils.

All staff are expected to provide every pupil with the-opportunity to experience, participate and achieve the understanding of Relationships Education. Equal time and provision will be allocated for all groups but, there may be occasions where children with special educational needs (SEN) may require extra support.

The planning and organisation of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

## **6. Delivery of RSE: Content, delivery and training**

### ***Content:***

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Our school uses the Jigsaw scheme of work to deliver PSHE and Relationships Education. Other aspects are also included in health education. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in Appendix 1.

The main aspects of Relationships Education are covered in the Summer Term as part of PSHE (See appendix 2) however, many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

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

The above points are covered in an age appropriate way from EYFS to Year 2 (see appendix 2 for more detail). 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 Relationships Education curriculum, see appendix 2 and 3. Appendix 2 outlines the learning objectives for Relationships Education and appendix 3 outlines the vocabulary our school uses during these lessons.

### ***Delivery:***

Relationships Education be delivered by a member of school staff, usually the child's class teacher. Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion (Pupils will follow the ROCK rules for this unit of work)

**ROCK rules:**

- R: respect. We are respectful of question that are asked, we do not ask any personal questions. We show respect for everyone, even when we don't agree with them. You can ask questions during this lesson, there is no such thing as a silly question. However, remember the teacher may not be able to answer all your questions.
  - O: Open. We are open to being part of this lesson. Even though things may make us embarrassed or shy, we are open to learning. The teacher will not force you to discuss or share but you have to be open to learning.
  - C: Confidentiality. We will not share what people say outside the classroom (teacher or pupil) but if someone says something worrying/upsetting it should be shared with someone who can help (teacher will have to talk to someone, pupils should talk to teacher)
  - K: Kind. We do not laugh at people; it is ok to laugh with people but never at.
- No one (teacher or pupil) will have to answer a personal question
  - No one will be forced to take part in a discussion
  - Only correct/agreed names for body parts will be used
  - Meanings of words will be explained in a sensible and factual way
  - Teachers may use their discretion in responding to questions and may say (for example):
    - The appropriate person to answer that question is your parent
    - The question can be discussed one to one after class
    - That topic will be covered at a later stage in their Relationships Education

**Mrs. Kirk** is the member of staff who monitors the implementation of Relationships Education, this monitoring is done through book scrutiny, lesson observations, pupil interviewing and staff CPD.

***Training:***

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching RSE.

## **7. Child protection**

There may be rare occasions when a teacher is directly approached by a child who makes a disclosure of abuse. With respect to child abuse and protection procedures, staff will follow the school's child protection policy and notify one of our child protection leads (R Mahil-Pooni and J Snowden)

Staff will also be referred to the:

DfE's 2019 document on 'Keeping children safe in education'- statutory guidance for schools and colleges <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

## **8. Partnership with Parents**

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the Relationships Education programme at the start of the term, as part of information provided on what their children will be learning.

The school will liaise with parents through

- RSE workshops
- Newsletters
- School website
- Letter (Appendix 4)
- Curriculum topic web

The school encourages parents to discuss Relationships Education with their children, the headteacher, PSHRE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

### ***Right to withdraw***

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in Appendix 1).

## **9. Roles and responsibilities**

### **The governing body**

The governing body will approve the Relationships Education policy and hold the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school.

### **Staff**

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
  
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the PSHRE lead in the first instance and if necessitated the headteacher.

All teaching staff, including PPA teachers, will deliver Relationships Education lessons. L Kirk is responsible for leading PSHE and RSE in this school.

### **Pupils**

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.



Kenmore Park Infant & Nursery School

<ul style="list-style-type: none"> <li>○ that <b>stable, caring relationships, which may be of different types, are at the heart of happy families</b>, and are important for children’s security as they grow up.</li> <li>○ that marriage represents a formal and <b>legally recognised commitment of two people</b> to each other which is intended to be lifelong.</li> <li>○ how to recognise if family relationships are <b>making them feel unhappy or unsafe</b>, and how to seek help or advice from others if needed.</li> </ul>	<p>Changing Me</p>		<p>voluntary and service-based activity on mental wellbeing and happiness.</p> <ul style="list-style-type: none"> <li>○ <b>simple self-care techniques</b>, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>○ <b>isolation and loneliness</b> can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>○ that <b>bullying</b> (including cyberbullying) has a <b>negative</b> and often lasting impact on mental wellbeing.</li> <li>○ <b>where and how to seek support</b> (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	<p><b>Celebrating difference</b></p>
<p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>○ how important friendships are in</li> </ul>	<p>Celebrating difference</p>		<p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>○ about the benefits of rationing time spent</li> </ul>	<p><b>Year 2 only</b></p>

<p><b>making us feel happy and secure, and how people choose and make friends.</b></p> <ul style="list-style-type: none"> <li>○ the <b>characteristics of friendships</b>, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>○ that healthy friendships are <b>positive and welcoming towards others</b>, and do not make others feel lonely or excluded.</li> <li>○ that most <b>friendships have ups and downs</b>, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>○ <b>how to recognise who to trust and who not to trust</b>, how to judge when a</li> </ul>	<p>Relationships</p>		<p>online, the <b>risks</b> of <b>excessive</b> time spent on electronic devices and the <b>impact of positive and negative content online</b> on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> <li>○ how to consider the effect of their online actions on others and know how to recognise and <b>display respectful behaviour online</b> and the importance of keeping personal information private.</li> <li>○ that the internet can also be a <b>negative place</b> where online <b>abuse, trolling, bullying</b> and <b>harassment</b> can take place, which can have a negative impact on mental health.</li> <li>○ <b>where and how to report concerns</b> and get support with issues online.</li> </ul>	<p><b>Year 2 only</b></p> <p>Year 2 only celebrating difference</p>
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<p>friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>				
<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>○ <b>the importance of respecting others, even when they are very different from them</b> (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>○ practical steps they can take in a range of different contexts to <b>improve or support respectful relationships.</b></li> <li>○ the conventions <b>of courtesy and manners.</b></li> <li>○ the importance <b>of self-respect</b> and how this links to their own <b>happiness.</b></li> <li>○ that in school and in wider society they can</li> </ul>	<p>Being me in the world</p> <p>Celebrating difference</p> <p>Dreams and Goals</p> <p>Relationships</p> <p>Changing Me 1 lesson</p>		<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>○ the characteristics and <b>mental and physical benefits</b> of an active lifestyle.</li> <li>○ the importance of <b>building regular exercise into daily and weekly routines</b> and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>○ the <b>risks associated with an inactive lifestyle</b> (including obesity).</li> <li>○ <b>how and when to seek support</b> including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>Healthy Me</p> <p>Year 2</p>

<p><b>expect to be treated with respect</b> by others, and that in turn they <b>should show due respect to others</b>, including those in positions of authority</p> <ul style="list-style-type: none"> <li>○ about <b>different types of bullying</b> (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>○ what a <b>stereotype is</b>, and how stereotypes can be unfair, negative or destructive.</li> <li>○ the importance of <b>permission-seeking</b> and giving in relationships with friends, peers and adults.</li> </ul>	<p>Changing Me 1 lesson</p>			
<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>○ that people sometimes <b>behave differently online</b>, including by pretending to be someone they are not.</li> <li>○ that the <b>same principles apply to</b></li> </ul>	<p>E safety lessons</p>		<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>○ what constitutes a <b>healthy diet</b> (including understanding calories and other nutritional content).</li> </ul>	<p>Healthy me</p>

<p><b>online relationships as to face-to-face relationships,</b> including the importance of respect for others online including when we are anonymous.</p> <ul style="list-style-type: none"> <li>○ the rules and principles for <b>keeping safe online</b>, how to recognise risks, harmful content and contact, and how to report them.</li> <li>○ how to <b>critically consider</b> their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>○ how <b>information and data is shared</b> and used online.</li> </ul>			<ul style="list-style-type: none"> <li>○ the principles of <b>planning and preparing a range of healthy meals.</b></li> <li>○ the characteristics of a <b>poor diet and risks</b> associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	
<p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>○ what sorts of <b>boundaries</b> are appropriate in friendships with peers and others (including in a digital context).</li> <li>○ about the concept of <b>privacy</b> and the</li> </ul>	<p>Celebrating difference</p> <p>Dreams and Goals</p> <p>Relationships</p> <p>Changing me</p>		<ul style="list-style-type: none"> <li>○ about <b>safe and unsafe exposure to the sun,</b></li> <li>○ the importance of sufficient <b>good quality sleep</b> for good health</li> <li>○ about <b>dental health</b> and the benefits of good oral hygiene including regular check-ups at the dentist.</li> </ul>	<p>Additional lesson on sun safety in summer 2</p>

<p>implications of it for both children and adults; including <b>that it is not always right to keep secrets if they relate to being safe.</b></p> <ul style="list-style-type: none"> <li>○ that <b>each person's body belongs to them</b>, and the differences between <b>appropriate and inappropriate or unsafe physical, and other, contact.</b></li> <li>○ how to respond <b>safely and appropriately to adults</b> they may encounter (in all contexts, including online) whom they do not know.</li> <li>○ <b>how to recognise and report feelings of being unsafe</b> or feeling bad about any adult.</li> <li>○ how to <b>ask for advice</b> or help for themselves or others, and to keep trying until they are heard.</li> <li>○ how to <b>report concerns</b> or abuse, and the vocabulary</li> </ul>			<ul style="list-style-type: none"> <li>○ about <b>personal hygiene and germs</b> including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul> <p><b>Basic first aid</b></p>	<p>Additional lesson during healthy schools week</p>
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## Kenmore Park Infant & Nursery School

<p>and confidence needed to do so.</p> <ul style="list-style-type: none"><li>○ <b>where to get advice</b> e.g. family, school and/or other sources.</li></ul>			<p>how to make a clear and <b>efficient call to emergency services</b> if necessary</p>	
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**APPENDIX 2: Relationships Education learning objectives (taken from the Jigsaw scheme of work)**

Year group	Learning objectives for Relationships Education lessons
<b>Nursery</b>	<ul style="list-style-type: none"> <li>○ To consider the routines and patterns of a typical day</li> <li>○ To explain how to keep myself clean and healthy and explain why it is important</li> <li>○ To identify the people in my family and explain where I can get help</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>○ To consider the routines and patterns of a typical day</li> <li>○ To explain how to keep myself clean and healthy and explain why it is important</li> <li>○ To identify something they are good at and understand everyone is good at something</li> <li>○ To understand that being different makes us special</li> <li>○ To understand what being a kind friend is</li> <li>○ To identify thing that makes us healthy i.e. food and sleep</li> <li>○ To name the parts of my body</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>○ To understand how to keep myself clean and healthy and explain why it is important</li> <li>○ To understand what a good friend is</li> <li>○ To understand how I have grown and changed since birth</li> <li>○ To identify the people in my family, while recognising that there are different types of families</li> <li>○ To explain where I can get help and support.</li> <li>○ To identify how boys and girls are different from each other</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>○ To explore stereotypes</li> <li>○ To explain personal boundaries</li> <li>○ To identify my relationship with different members of my family</li> <li>○ To understand things that can cause conflict with friends</li> <li>○ To understand the difference between good and worry secrets</li> <li>○ To understand how boys and girls are physically different</li> <li>○ To name the body part of boys and girls</li> <li>○ To understand the stages in the human lifecycle</li> <li>○ To identify the people in my family, while recognizing that not all families look like mine</li> <li>○ To explain where I can get help and support.</li> </ul>

### APPENDIX 3: Relationships Education vocabulary

Below is a list of vocabulary from Relationships Education lessons. Vocabulary from each year group is carried forward to the next year group (e.g. year 1 vocabulary will be revisited in year 2).

Year group	Vocabulary
<b>Nursery</b>	<ul style="list-style-type: none"> <li>○ Routine</li> <li>○ Clean</li> <li>○ Healthy</li> <li>○ Washing</li> <li>○ Family</li> <li>○ Help</li> <li>○ Support</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>○ Routine</li> <li>○ Clean</li> <li>○ Healthy</li> <li>○ Washing</li> <li>○ Family</li> <li>○ Help</li> <li>○ Support</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Clean</li> <li>○ hygiene</li> <li>○ Healthy</li> <li>○ Washing</li> <li>○ Family</li> <li>○ Help</li> <li>○ Support</li> <li>○ Grown</li> <li>○ Changed</li> <li>○ Male</li> <li>○ female</li> <li>○ Penis</li> <li>○ Testicles</li> <li>○ Vulva</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>○ Different</li> <li>○ Similar</li> <li>○ Penis</li> <li>○ Testicles</li> <li>○ vulva</li> <li>○ Vagina</li> <li>○ Stereotype</li> <li>○ Private</li> <li>○ Boundaries</li> <li>○ Girl</li> <li>○ Boy</li> <li>○ Male</li> <li>○ Female</li> <li>○ Baby</li> <li>○ Adult</li> <li>○ Toddler</li> <li>○ Child</li> </ul>



**APPENDIX 4: Sample letters for PARENTS (please amend appropriately for your school)**

**Sample letter 1 (please amend appropriately for your school)**

Dear Parents and Carers,

Re: Relationships Education – parent workshop.

As you will be aware Relationships Education forms an important part of the Personal, Social, Health and Economic (PSHE) education programme. Relationships Education is also essential in supporting schools to meet their safeguarding duty. This year, teachers will be using a wide range of child friendly resources to deliver Relationships Education to children during the summer term

We will be running an information session for all parents and carers on DATE, TIME, VENUE. During this session, we will explain the topics covered as part of Relationships Education in our school.

If you would like to attend this session, please complete the slip below and return to your child's class teacher as soon as possible.

Thank you for your co-operation.

\_\_\_\_\_  
NAME AND JOB TITLE

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Child's name: \_\_\_\_\_

Class: \_\_\_\_\_

I am/ am not able to attend the RSE information session on DATE, TIME, VENUE. (Please delete as appropriate).

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Question	Sample response
Why do some children have two mummies or two daddies?	Families are all different. Not all families have a mum and a dad. Some families have one mum, or one dad. Some families have two mums or two dads. Some families live with grandparents or aunts and uncles. It doesn't matter what your family looks like, what is important is the love and care families show to one another.
Does everyone have a mummy and a daddy?	No not everyone had a mum and a dad. Explain about the differences of families
Why can't children have babies?	Explain that children's bodies have not gone through changes to have children.
Where do babies come from?	This question is also commonly asked in EYFS/KS1. If asked in these year groups, ask where do you think the baby comes from and let pupil lead conversation. Usual responses to this question are babies grow in mummy's tummy. If a child asks this question it is worth following up with their parent.
Why do boys have willies and girls have vaginas?	Explain that the private parts of girls and boys help doctors and nurses tell our parents that we are a boy or a girl. Explain that when a baby is born, if it has a penis, they the parents know they have a son and if the baby has a vagina they know they have a daughter. Remind the children that these parts of our bodies are private.