



## Littleton C of E Infant School

### Sex and Relationships Education Policy (SRE)

#### **Aims and Objectives**

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document will be available via the school website and any questions that may arise can be answered by the PSHE co-ordinator. The inclusion of SRE in the curriculum will be supported, where necessary, by appropriate provision within the School Development Plans.

The objective of the Sex and Relationship Education (SRE) is to help and support young people through their physical, emotional and moral development. Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. SRE is firmly rooted within the non-statutory framework for PSHE; it is not delivered in isolation and is intended to promote lifelong learning about physical, moral and emotional development. The SRE curriculum plans also incorporate the new National Curriculum requirements for KS1 Science.

#### **Content**

It is the view of our school that SRE has a place in the school curriculum when taught at the appropriate level and in an appropriate manner. The staff and governors intend the subject matter to be treated sensitively and maturely and in such a way that pupils appreciate the importance of the subject. In Early Years Foundation Stage and Key Stage 1, pupils will learn to recognise similarities and differences between themselves and other, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust (such as their class teacher, teaching assistant, adults within school or trusted people in our society, for example the police force, doctors etc.).

All staff are trained in procedures for safeguarding and follow guidelines set out in school with regards to reporting concerns to the Child Protection Officer.

#### **Implementation**

SRE will be provided within the following framework:

- Sex and Relationship Education will not be taught as a separate subject but will be included as part of the PSHE and Science Curriculums
- Learning will be treated sensitively and maturely and with careful consideration of factors, such as age, religion and parental consent.
- The level of detail will be appropriate to the age of the children.
- Pupils will learn about reproduction through their studies of living things (Year 2)
- Pupils will not study human sexual anatomy or human reproduction specifically.

- Questions from individual pupils on any of the above will be answered with language and detail appropriate for the age and level of understanding of the child.
- Parents and DSL will be informed of any concerns
- SRE assessments will be made in conjunction with existing PSHE assessment procedures. This will allow for teaching staff to assess progression of the children and ensure that the effectiveness of the programme is accurate and purposeful.

### **Working with Parents**

Parents have the right to withdraw their children from SRE lessons that fall outside those aspects covered in PSHE and the Science Curriculum.

### **Related policies**

Other related policies and documents include the Anti-Bullying Policy and the Child Protection Policy.

### **Equal Opportunities Statement**

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

### **Administration**

The SRE policy will be reviewed annually in partnership with the lead governor for PSHE, teaching staff and all members of teaching staff.

### **Within Littleton C of Infant School we will:**

- Challenge pupils to think about Bible stories and the meaning that lies behind them
- Provide children with the opportunity to think about and discuss Christian values
- Emphasise the Christian beliefs and values that underpin the school community
- Help them to understand what being part of God's creation means for them
- Ensure that they value their unique place in the world

## The Education Framework for the delivery of relationships and sex education

There are four key strands to the Relationships and Sex Education Policy

1. **Commitment, Promise, Trust and Security**
2. **Friendship, companionship, Nurture and Comfort**
3. **Children**
4. **Sex/Physical Relationships**

<b>Key Strand</b>	<b>The school ethos should be such that:-</b>
<b>Commitment, Praise, Trust and Security</b>	School policies and reality should show a commitment to building self-esteem, modelling conflict resolution, protection of the weak, justice and compassion. Mutual respect and trust should be central to all relationships within the school.
<b>Friendship, Companionship, Nurture and Comfort</b>	There is an atmosphere where feelings and good and bad experiences are shared and taken seriously; where community activities and group activities are pleasurable and rewarding and participants of all ages are able to enjoy each other's company.
<b>Children</b>	Their systems encourage older pupils to help with the learning and play of younger pupils. There should be activities that encourage mixed ages to be actively together, yet should recognise and affirm the growth and development of pupils and recognise pupil identity and authenticity
<b>Sex/Physical Relationships</b>	The school has clear policies on Equal Opportunities and anti-bullying that are adhered to by all the adults in the school community. Good role models are provided for pupils of respectful, sensitive relationships between adults and the same approach is nurtured amongst pupils. Clear guidance is provided on child protection issues.

## Foundation Stage

### **a. Commitment, Praise, Trust and Security** Key Curriculum aspects:-

- **Myself** – recognise and explore their own feelings, and know that they are loved by God
- **My friends** – establish effective relationships with other children and adults
- **Special people to me** - recognise and respond appropriately to key figures in their lives
- **Belonging** – understanding their important place within their family and faith community
- **Our living world** – care for and respect living things, plants and animals as part of God’s creation

**Indicative vocabulary:** Happiness, sadness, special friendship, love, belonging, trust, please, thank you, sharing.

### **b. Friendship, Companionship, Nurture and Comfort** Key Curriculum aspects:-

- **Myself** – recognise and explore their own feelings
- **My friends** – establish effective relationships with other children and adults learn to listen and talk about feelings.
- **Special people to me** – recognise and respond appropriately to key figures in their lives.
- **My life** – appreciate the wonder of birth and development and appreciate each life as a gift of God.
- **Our living world** – care for and respect living things, plants and animals as part of God’s creation.

**Indicative vocabulary:** Friendship, help, happiness, sadness, laughter, tears, thank you, sorry, kindness and sharing.

### **c. Children** Key curriculum aspects:-

- **Looking after myself** – looking after others, loving your “neighbour”
- **Recognising and naming my feelings**, recognising the feelings of others
- **Keeping safe** – how do we keep ourselves safe?
- **Feeling happy and feeling sad** – what makes us feel good?

**Indicative vocabulary:** Love, brother, sister, parent, hurt, sharing and honesty.

### **d. Sex/Physical relationships** Key Curriculum aspects:-

- **The living world** – exploration of the wonder of God’s creation.
- **New life** – birth and development, parents and babies.
- **Ourselves and our bodies** – eating, sleeping, breathing, exercise and personal hygiene.

**Indicative Vocabulary:** Touch, see, hear, smell and taste

## Key Stage 1

### **a. Commitment, Praise, Trust and Security** Key Curriculum aspects:-

- Myself – special people to me – recognise and respond appropriately to people at home and school whom they can trust.
- Belonging – understanding their responsibilities within the groups they have joined or belong to, e.g. Rainbows, Beavers, the Church.
- My special things – understand why some things are special or precious; how to treat precious things, how to look after things. Linked to stories that Jesus told – e.g. “the pearl of great price” and “the lost coin”.
- Celebrations – baptism, joy of new baby and its welcome and care.
- Weddings, joy of marriage, hopes for the future, lifelong commitment.

**Indicative vocabulary:** Love, forgiveness, trust, security, friendship, relations, husband, wife, siblings, cousin's etc. promise, honesty, belonging.

### **b. Friendship, companionship, Nurture and Comfort** Key Curriculum aspects:-

- Belonging – including families, religious groups.
- Healthy living – looking after ourselves responsibly as unique and valued individuals.
- Looking after each other – pets, plants, siblings and friends through acts of responsibility and stewardship of God's creation.
- Special people to me – recognise and respond appropriately to key figures in their lives.
- Language of feelings – learn and use language for emotions.

**Indicative Vocabulary:** Help, support, responsibility, encouragement, joy, sympathy, forgiveness, helpfulness, patience, sharing and good manners.

### **c. Children** Key Curriculum aspects:-

- My life – babies and new life, the wonder of birth and development, the vulnerability of babies.
- What do babies and young children need? Love, stability, care etc.
- Keeping safe, appropriate behaviour.
- Recognise – places and people that keep them safe and reflect on how they should respond.
- The difference between needing and wanting.

**Indicative Vocabulary:** Parent, love, patience, discipline, care, safety, sharing, helpfulness, joy, good manners, co-operation and honesty.

### **d. Sex/Physical relationships** Key Curriculum aspects:-

- Myself: physical development, what can I do now that I could not do when I was 3, 4 or 5?
- Looking after our bodies – how do we use them with care, enjoyment in physical activity, not using strength to hurt others, every individual valued and loved by God.

**Indicative Vocabulary:** Language of sensory experience and activity