



# Blue Gate Fields Infant School

## SRE Policy

Agreed by staff  
Agreed by governors

Updated October 2018

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000 and the National Healthy Schools Programme.

To be read in conjunction with the PSHE policy, school aims and vision.

### Definition

At Blue Gate Field Infants School we define Sex and Relationships Education (SRE) as learning about 'physical, emotional and moral development'. We believe that 'a successful programme (of SRE), firmly embedded in PSHE, will help young people learn to respect themselves and others.' We also believe that 'pupils should learn the significance of marriage and stable relationships as key building blocks of community and society'. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. (DFEE guidance 2000)

It is important to note that every school is required to have an up to date Sex and Relationship (SRE) policy and for the policy to be named as such. At our school we work with very young children and we ensure that everything that we teach is age appropriate.

### Aims

At Blue Gate Field Infants through teaching a balanced curriculum we aim:

- To provide a programme of learning for all pupils that teaches them how to form positive relationships and how to stay safe.
- To form positive attitudes and values towards themselves and others.
- To develop the necessary skills for effective communication.
- To ensure equality of opportunity for both genders.
- To give pupils knowledge of human development and an understanding of how the body grows and changes as we get older.
- To inform pupils on matters of personal hygiene and related health issues.
- To emphasise the importance of loving, caring and happy relationships and the support of families, which would include a variety of types of family structure.

### Underlying principles

- We promote the physical, social and emotional development of all our pupils and the maintenance of good health for all pupils and staff.
- We aim to work in partnership with parents and recognize that parents are the key people in teaching their children about sex, relationships and growing up.
- All children and adults have the right to develop high self-esteem and confidence in their own abilities, we expect members of the school community to treat each other with respect.

- The school ensures equal access to the curriculum and supports the inclusion of all pupils, regardless of gender, ethnicity or special educational needs.
- Children learn to play and work independently and cooperatively, increasingly learning to take responsibility for their own actions.
- We aim for all pupils and adults to understand the benefits of a healthy lifestyle.

### Background Information

We know from consultation with staff, governors and parents that there is some concern about what and how SRE will be taught at Blue Gate Field Infants School. This is an issue that we will address in this policy. A clear understanding of what specifically should be taught will support teachers and other adults in becoming confident practitioners of Sex and Relationships Education.

At our school we work with very young children which means that all the children are learning to work and play with other children and form good relationships. The majority of children in our school need some support in learning this skill.

During the consultation process it was agreed that one of the principle reasons that we teach SRE is to ensure that the children are given the skills to be able to keep themselves safe. This is why we teach the children about good and bad touches. We believe, as a school, that it is crucial to safeguard the children against abuse. (See the Child Protection Policy for more information.)

We do not teach the children how babies are born, although we do teach that it is only females who have babies.

When teaching children about body parts, we do not discuss genitalia. We use the term private parts where appropriate. The members of staff will only use the correct terms for genitalia if there is a safeguarding issue concerning a child.

### Inclusion

#### Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some children it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

## Students with Special Needs

We will ensure that all children receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

## Curriculum

SRE has three main elements: attitudes and values, personal and social skills and knowledge and understanding.

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;

### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;

**SRE at our school is embedded within the PSHE curriculum.** Some aspects of SRE will also be taught during science lessons. Teaching staff are expected to teach SRE in the specific way that it is described in this policy. This will ensure that SLT, governors and parents have a clear view of how and what the children at Blue Gate Field Infants School are being taught SRE.

SRE will help the children to:

- develop confidence in talking, listening and thinking about feelings and relationships;
- name parts of the body and describe how their bodies work;
- protect themselves and ask for help and support;
- develop positive relationships and respect for themselves and others.

- understand basic personal hygiene.
- discuss the differences between male and female.
- know that we grow and change as we get older

The children are taught formally in whole class lessons and small groups.

### Formal teaching

#### SRE Learning Intentions

SRE is usually taught during PSHE lessons/circle times/science lessons. The planning is mainly based on JIGSAW PSHE scheme of work.

#### Foundation Stage

- To name the main parts of your body and what they can do. (excluding genitalia).
- To know how to make friends.
- To try to solve friendship problems when they occur.
- To help others to feel part of a group.
- To show respect in how they treat others.
- To know how to help themselves and others when they feel upset or hurt.,
- To know and show what makes a good relationship
- To understand that everyone is unique and special.
- To express how they feel when change happens
- To know who to ask for help if they are worried about change
- To understand and respect changes that they see in themselves. To observe changes and predict what might happen next e.g. with caterpillars and butterflies.
- To discuss changing from a baby to an adult. What can you do now that you couldn't do as a baby?
- To discuss animal babies.

#### Year 1

- To know that humans develop at different rates and think about the similarities and differences.
- To develop and discuss skills needed for keeping us safe. Who helps us to keep safe?
- To know the rules for keeping safe. Link to science-to know about different parts of the body. (excluding genitalia)
- To know the difference between good and bad touches. Discuss our personal space and the right to say no if we feel uncomfortable.
- To understand the concept of male and female.
- To learn the differences between things that are living and things that have never been alive.
- Sequence a baby to adult. How do babies change? Discuss human and animal life cycles i.e. babies are born, grow into children and then adults and eventually die.

## Year 2

- To speak confidently to the class and others outside their peer group.
- To listen without interrupting.
- To recognize, name and deal with feelings in a positive way.
- To know what kind of things make me/other people special.
- To know who is special to me.
- To know how I can show people that they are special.
- To know about personal safety. To discuss the rights that you have over your own body.
- To know that there are good and bad touches.
- To know about human and animal life cycles.
- To know females have babies and males do not.
- To discuss family roles and the different types of families, e.g. one parent, extended, large and small families.
- To know we all have different roles within our families.
- To know that humans develop at different rates.
- To know how your body has changed since you were a baby.
- To name body parts and know the differences between male and female (not discussing genitalia).

In addition to this, children develop their knowledge and understanding through science lessons. The National Curriculum states that in Key Stage 1 children should be taught:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Year 1)
- To notice that animals, including humans, have offspring which grow into adults (Year 2)
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air), (Year 2)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Year 2)

These statements have been taken directly from the Key Stage 1 Science National Curriculum (updated May 2015)

Some parents prefer to take the responsibility over the SRE element of their children's education. They have the right to withdraw their children from some parts of the sex and relationship education. **They do not have the right to withdraw their children from those parts included in the statutory National Curriculum.** We would make alternative

arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

We recognise that within SRE we must provide an opportunity for pupils to ask questions and to have time to make sense of the information that we present to them.

### Circle time

Circle Time provides regular opportunities for pupils to identify and discuss issues that concern them. They have opportunities to be listened to, and to offer their own opinions. Circle Time encourages pupils to form positive attitudes and values and promotes the necessary skills for effective communication, caring and happy relationships, and positive behaviour. Teachers and other school based adults need to deal with questions that children ask sensitively. All the information that we discuss with the children will be of a level appropriate to their age.

As well as teaching the children through formal whole class or small group teaching sessions, SRE is also taught through informal methods.

### Informal teaching

- Through pupils' questions which are answered sensitively with due respect to different cultures and religions, while providing the children with correct information.
- Through story books about physical development (for example 'Titch' by Pat Hutchins)
- Through discussions between adults and pupils that relate to behaviour and relationships/friendships in school.

Our reason for teaching SRE is to help and support pupils through their physical, emotional and moral development. We would like pupils to make responsible and well informed decisions about their lives and behaviour. This is in line with the recommendation contained in the DFEE 2000 SRE guidance.

Pupils need plenty of opportunities to practice making choices and decisions. They need help to develop skills to enable them to understand difference between people and to respect themselves and others. We help the children with this learning at our school during SRE lessons.

### Confidentiality

We believe in establishing ground rules with each class before we start an SRE/PSHE lesson. These rules are over and above the usual classroom rules that we have in our school. One of the reasons that we set ground rules is to help create a safe and secure environment. We do not wish for teachers or children to be embarrassed or anxious about Sex and Relationships Education.

Our ground rules are:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- the meanings of words will be explained in a sensible and factual way.
- we will use the phrase 'private parts' to refer to genitals

We know that children ask questions and have taken on board the DFEE guidance that states 'if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.' (DFEE 2000)

It is important to note that if pupils disclose information about sexual abuse the Headteacher must be informed. Teachers and other school based adults must not promise a child that they will keep a secret. Pupils will be reassured that if confidentiality is to be broken they will be told beforehand of the reason and offered appropriate support. Adults in the school are required by law to follow the school's agreed Child Protection procedures by informing the Head Teacher immediately of disclosures or other concerns that have arisen through a child asking inappropriate questions or overhearing concerning conversations. (See child protection policy)

### Working with parents

Partnership between home and school is essential. The SRE provided in school is intended to complement and support the role parents' play in helping pupils to develop their knowledge and understanding of how they will grow and change as they get older and also how they will develop positive relationships. The SRE taught will uphold the shared values of the school community. For example, the provision of accurate and age-appropriate information and opportunities to discuss it; preparation of children for life in our society; inclusion of the values, beliefs and expectations of the communities and faiths represented in the school alongside the values, beliefs and expectations of others. We believe it to be good practice to let parents know what pupils will be learning to enable them to talk at home and to respond to their children's questions. Parents will be informed about what their child is being taught through the regular termly class meetings and termly topic sheets which aspects of the SRE curriculum will be taught, and the vocabulary which will be introduced in lessons.

The elements of the SRE curriculum taught through the science curriculum are compulsory. Parents are always invited to share their concerns with the class teacher and the Head Teacher. Parents have the right to withdraw their child from the non-statutory aspects of SRE.

### Monitoring and evaluation

There will be an ongoing evaluation and monitoring of SRE/PSHE planning by the PSHE coordinator. The coordinator will be looking for

- Evidence of a continuum from nursery to year 2.
- Evidence of a full and balanced SRE curriculum being delivered throughout the school.
- Evidence that pupils have high self-esteem and feel valued.

Assessment of pupils' personal, social and emotional development is important and helps teachers to know what the children still need to learn. It provides information which indicates the progress and achievement of pupils. The process of assessment is intended to have a positive impact on pupils' self-awareness and self-esteem.

Sex and Relationships Education is a key aspect of the curriculum that we teach and supports the children in our school to develop a good understanding of themselves and their bodies at an age appropriate level.

The PSHE coordinator and the SLT will review this policy annually.

This Sex and Relationships policy was approved by governors in .....and signed by the chair of governors.

..... Chair of governors.

..... Date

It will be reviewed in .....