



Ingatestone Infant School

Sex and Relationships Education (SRE) Policy

Reviewed	01/02/22		

Introduction

Ingatstone Infant School considers that Sex and Relationships Education

(SRE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum and is linked to that for Science. We aim to offer children a carefully planned programme on human development, relationships and family life within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the children's level of maturity. This policy reflects the requirements of the DCSF Sex and Relationship Guidance.

The policy was created by the subject leader for PSHE in consultation with staff, parents and governors of the school. It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Sex and Relationships Education (SRE).

Aims and Objectives

At Ingatstone Infant School, SRE reflects the school's vision and values, which demonstrate and teach the skills, knowledge and understanding children need to lead confident, healthy lives to become informed, active and responsible citizens. SRE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others.

We believe that SRE must include information about physical, moral and emotional development and the school will ensure that children are given information appropriate to their age and stage of development.

Ingatstone Infant School considers the needs of different groups within the school (Boys and Girls, varying home backgrounds, Sexuality, SEN, LAC, Faith, Ethnicity and Culture etc.). The programme is differentiated at point of delivery by trained staff, so that it is appropriate to children age, ability, gender and maturity.

Our school's overarching aim is for our children to learn the key attributes and skills to enable them to be healthy and happy individuals.

Ingatstone Infant School believes in working in partnership with parents and carers and understands the importance of sharing our SRE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

Through this policy we will work together to promote the following skills:

- To provide the knowledge and information to which all children are entitled
- To clarify/reinforce existing knowledge
- To raise children self-esteem and confidence, especially in their relationships with others

- To understand the importance of safe and stable relationships that promote respect, love and care
- To help children develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop resilience and positivity when responding to influences that may affect body image
- To reinforce and develop children understanding of how to stay safe online
- To respect and care for their bodies

Organisation and Delivery of SRE Programme

The PSHE subject leader and headteacher are responsible for the organisation of SRE at Ingatestone Infant School.

SRE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: Science, Religious Education, Computing, Physical Education, PSHE & Citizenship and through assemblies.

Teaching staff will receive SRE training on a variety of topics depending on the CPD needs as identified through regular staff consultations to support children across the SRE curriculum.

Where SRE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Assemblies are delivered by teaching staff, including the head teacher.

Visiting speakers from the community, e.g. health promotion specialists, school nurses, community police and fire officers, make a valuable contribution to the SRE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the SRE curriculum.

Early Years Foundation Stage (EYFS):

Social and Emotional Development is a prime area of learning in the EYFS classes. Through the EYFS Curriculum children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings.

Whilst learning about 'Understanding the World', children learn that others do not always enjoy the same things and they are taught about similarities and differences between

themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur and talk about changes.

Key Stage 1

Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults.

Through the PSHE and RE syllabus, children reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children learn about the importance of personal hygiene to maintain good health and about personal safety. Children learn about healthy, happy relationships:

- To know about growing and changing and new opportunities and responsibilities that increasing independence may bring
- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- To know ways in which they are all unique; understand that there has never been and will never be another 'them'
- To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings)
- To understand about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact

Equal Opportunities

The SRE programme will be delivered in accordance with the school's Inclusion Policy, Essex County Council's Equal Opportunities Policy and the Equality Act (2010). Consequently, implicit in the school's curriculum, children will learn from an early age that there are many different types of family.

Right of Withdrawal

Ingatstone Infant School will not be teaching Sex Education. Parents do not have the right to withdraw from Health and Relationship education.

High quality and Effective planning and Delivery of SRE lessons

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and children are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

A range of strategies will be used within lessons (e.g. circle-time) to enable a pupil to fully participate in the lesson.

Teachers will use their professional skill and discretion before answering questions and if necessary, will deal with questions on an individual basis after the lesson. Where a pupil's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. In which case staff will follow procedures as outlined in our Safeguarding and Child Protection Policy.

All staff teaching SRE will be supported by the Senior Management Team and PSHE lead who have a high level of understanding of the SRE/PSHE curriculum and the continued review of curriculum content and teaching standards.

Review, Assessment and Evaluation

Monitoring of the SRE Policy is the responsibility of the head teacher and PSHE subject leader.

The school will assess the effectiveness of the aims, content and methods in promoting children learning by lesson observation, sampling teachers planning and feedback from parents.

Teachers will critically reflect on their work in delivering SRE through regular teacher consultation with the PSHE lead. Children will have opportunities to review and reflect on their learning during lessons through self-assessment.

Due to the nature of the subject, this policy should be read and implemented in conjunction with other policies.

Date of Policy: March 2021

Review of Policy: January 2022