

## Cottesbrooke Infant School.

### Sex and Relationship Education Policy.

Written November 2001.

Revisited Spring 2005.

Rewritten March 2007 by Alison Everitt in line with current SRE training in consultation with Debbie Harris. Health Education Unit.

Cottesbrooke Infant School holds the National Healthy Schools Award. (July 2006.) This policy upholds the objectives of that award.

Cottesbrooke Infant School is committed to working towards "Healthy Schools Enhanced Model" accreditation.

This policy is written to reflect the aims of the Every Child Matters rationale.

#### What is Sex and Relationship Education?

What it is NOT at Key Stage 1 is the teaching of the mechanics of a sexual relationship or of the process of birth.

SRE is life long learning about physical, emotional and social skills firmly rooted within the Science and Personal, Social and Health education and Citizenship curriculums as applicable at Key Stage1, building on the Foundation stage Personal, Social and Emotional Development early learning goals embodied within the Foundation Stage Profile.

It is about the importance of family life, stable and loving relationships, respect, love and care for self and others.

It is not about the promotion of sexual orientation or sexual activity, this would be deemed to be inappropriate teaching.

#### Aims.

1. To give clear guidance for parents, governors and teachers.
2. To provide the children with a foundation of basic emotional literacy and physical and social information about themselves and others.
3. To begin to develop respect for themselves in pupils.

#### Moral and Values education

The PSHE/C framework taught alongside the NC has 4 broad themes and aims to support the personal and social development of young people:

- To develop confidence and making the most of their abilities.
- To prepare to play an active role as citizens.
- To develop an active, healthy lifestyle.
- To develop good relationships and respect differences between people.
- To begin to develop an awareness of the importance of marriage and a stable family life. (Tempered by a sympathetic awareness of the home circumstances of pupils.)

At primary school level SRE should continue to build on the Foundation stage PSHE and Citizenship by ensuring all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work.
- Can protect themselves and ask for help. (DfEE).

This document should also be considered in line with other school policies (see below)

### The National Curriculum.

Our teaching at Cottesbrooke Infant School uses the Foundation Stage guidance, principally the PSE section, the NC Science orders, the NC physical education guidance and the non-statutory PSHE/C guidance. The policies written for these areas should be referred to along with this policy.

During Key Stage One the children will be taught the following knowledge and skills:

#### Science.

- That animals including humans, move, feed; with reference to types of food including mother's milk; grow, use their senses and reproduce.
- To recognise and name the main external parts of the human body.
- That humans and other animals can produce offspring and that these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- Age appropriate terms will be used where needed.

#### PSHE

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong. (1a)
- To share their opinions on things that matter to them and explain their views. (1b)
- To recognise, name and learn how to explore their feelings in a positive way. (1c)  
To learn the language needed to describe and explore these feelings. (Emotional Literacy -SEAL project)
- To think about themselves, learn from their experiences and recognise what they are good at. (1d)
- How to make simple choices that improve their health and well-being (3a)
- To maintain personal hygiene.(3b)
- How some diseases spread and can be controlled.(3c)
- About the process of growing from young to old and how people's needs change. (3d)
- The names of the main parts of the body.(3e)

#### Planning

Planning is on three levels.

Long term planning is based on the yearly teaching programmes set out in the NC and on the Early Years Foundation stage Profile and Development matters as appropriate.

Medium term planning is half-termly. Teaching objectives are selected allowing for the development of knowledge and skills, and for progression.

Short term planning is weekly, including learning objectives as appropriate.

### Links to other school policies.

This policy is supported by and supports the following and should be read alongside the

Behaviour management policy,  
Equal opportunities policy,  
Anti-bullying policy.  
Science policy and schemes of work.  
PSHE/C policy and schemes of work.  
School Mission Statement.

### Cross curricular links.

SRE cannot stand alone and links are embedded within

- The school's commitment to the emotional well being of its pupils. SEAL
- Literacy speaking and listening skills.
- Circle time: planned activities to encourage both listening and speaking skills in a safe, supportive environment. (2a, 2b En1/3).
- PE. 3a → PE4.
- History. (chronology)
- ICT. The use of ICT.
- RE. B'ham syllabus.
- Science curriculum.

### Foundation Stage Profile.

- Personal social and emotional development.
- Communication, language and literacy.
- Knowledge and Understanding of the world.
- Physical development.

### Teaching methods and approaches.

SRE should be both age and gender appropriate and culturally acceptable.

We aim to provide balanced and varied learning experiences. Teaching methods will include a mix of group and class teaching, discussion, investigation and independent work as appropriate to the subject matter.

Circle time is seen as being of great importance in this area, providing a safe environment in which children feel valued and confident to speak. Circle time is timetabled for each year group.

### Organisation.

This will vary depending on the setting and the subject area through which SRE is being delivered E.G Science, R.E etc. Class teachers will deliver the subject matter in each area as appropriate. Other appropriate outside experts will be invited to enhance teaching. E.g. Midland Life Education Centres "Lifebus" mobile classroom and teachers. Other agencies may be used as appropriate, including the school nurse.

### Assessment and record keeping.

Specific records are not kept for SRE. Recording will take place within science assessment.

Year 1 and Year 2 PSHE assessment documents have sections for recording the child's level of attainment in dealing with feelings.

Reflective assessment will be ongoing in each lesson which will be used to inform future teaching and to ascertain pupils understanding.

### Reporting.

SRE will not be reported on separately. Aspects of science are reported on and an opportunity to comment on Personal and Social skills exists on the report format sent home to parents annually.

### Equal Opportunities

We endeavour to maintain an awareness of, and to provide for, equal opportunities for all of our pupils in SRE. We aim to take into account cultural background, gender and special needs both in our teaching and in any published material used. We will use the correct biological terminology in SRE. Any inappropriate vocabulary or language will be addressed and if necessary parents contacted.

### Children with Special Educational Needs.

Wherever possible we include SEN pupils in SRE provision so that they benefit from the skills being taught and the ideas explored. When planning, teachers will address the children's needs through simplified or modified tasks or the use of support staff.

### Working with Parents.

Parents have a legal right to withdraw their children from any SRE that does not form part of the National Curriculum (It is not expected at Cottesbrooke that any of our teaching will be beyond NC requirements.)

We would encourage any parent wishing to withdraw their child to first speak to the Headteacher. Parents will be notified of this right at the start of the Reception year.

Parents are free to view any teaching resources and materials used in SRE. Parents are invited to visit the MLEC mobile classroom and hear about the programme MLEC offers during the annual visit to the school.

### See over

### ADDENDUM.

It is recognised that from time to time children raise questions or make comments of a sexual nature and we do not generally believe that these should be ignored and neither should a child be lied to.

If such occasions arise it may be appropriate to: -

- Answer questions simply, factually and in an age appropriate manner
- To talk to the child at a later time, again using the appropriate level of language.
- Teachers should use their discretion and report the event to the parent at an appropriate time.
- CONSIDER the wisdom of giving an answer to the whole class that could be misinterpreted when repeated to parents or carers.

HOWEVER.

Staff should always be aware that questions of a sexual nature can arise from many situations, in the home, in the playground or from television and most are purely innocent. However there may be occasions where the questions or comments are not appropriate to the age or development of the child and these must be reported to the Designated Senior Person for Child Protection. (Mrs Allsopp or Mrs Everitt).

On such occasions it may NOT be appropriate for the class teacher to report to the parents.

The person hearing the question or comment should endeavour to write it down in exactly the words used by the child.

Pupils must be informed that total confidentiality cannot be guaranteed.

It is a statutory requirement that issues of concern of a child protection nature are reported in the manner laid out in the schools Child Protection policy.

Refer also to the Child Protection Policy.

Dissemination of this policy

A summary will appear in the school prospectus.

The contents of the policy will be presented to staff and governors.

Parents will be provided with a copy on request.

Presented to governors on.....2009

Reviewed March. 2009 2011.

To be reviewed 2012