



LOUGHTON MANOR FIRST SCHOOL

SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

School Aims

“Building a life-long love of learning in a safe and happy school”

LMFS is a partnership. Children, staff, parents and governors all working together to promote our aims for pupils to:

- ◆ be happy and motivated learners
- ◆ want to achieve their best
- ◆ feel valued and secure, respecting themselves and others
- ◆ want to be good citizens, becoming responsible and effective adults who can work cooperatively, collaboratively and independently
- ◆ fulfil the national requirements of being a Healthy School

We make opportunities for families to be involved in school life.

We believe everyone is important and valued.

Aims of this Policy

This policy should be read in conjunction with the PSHE and Citizenship policy for the school.

As they develop, children have a growing interest in, and understanding of, many social and moral issues. They have a natural curiosity about themselves – their bodies, their feelings, their relationships and the relationships of the people around them. They have a need to explore the meanings and implications of their emerging sexuality and the related physical and emotional changes they experience.

At this school Sex and Relationship Education (SRE) is taken to mean:

Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life; stable and loving relationships, marriage, respect, love and care.

At Loughton Manor First School, our teaching should take account of the maturity of the children and aim to help with the physical, mental and emotional changes of growing up. We aim to give them an appropriate understanding of human reproduction, relationships and family life within a moral and ethical framework.

Our SRE programme draws on experiences and activities covered by other curriculum subjects, particularly aspects of science, e.g. life and living processes, and other aspects of the PSHE and Citizenship scheme of work. It needs to be recognised that school is not the only setting in which children gain information and awareness of this subject.

Questions that children ask are treated seriously and sensitively by staff who respond appropriately to the needs of the children using appropriate language. The member of staff's personal knowledge and understanding of the child will be a guide. We recognise that some children have given little thought to such issues and would not be ready for detailed explanations. Proper consideration needs to be given to religious and cultural factors and to the wishes of parents.

Parents have the right to withdraw children from SRE lessons and should be notified where these are planned into the teaching programme. Parents requesting withdrawal are invited to discuss their concerns with the class teacher or Head teacher. They need to understand that the right of withdrawal does **not** apply to the national curriculum and related activities.

A summary of the content and organisation of SRE will be included in the school prospectus and is available on request.

Content and Organisation

The content of Sex and Relationship Education is defined within the combined PSHE & Citizenship Framework for KS1 and certain elements from Development Matters (EYFS) and the Programmes of Study for Science. (See Appendix A in PSHE and Citizenship Policy). These are delivered through 4 broad themes:

- Developing confidence and responsibility and making the most of pupils' abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer lifestyle,
- Developing good relationships and respecting differences between people.

At Loughton Manor First School, it is our intention that all children should:

- Develop confidence in talking, listening, and thinking about feelings and relationships
- Be able to name parts of the body and describe how their bodies work
- Be able to protect themselves and ask for help and support

Development Matters (EYFS) states:

Understanding the World: People and Communities

Early Learning Goal

Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, among families, communities and traditions.

Year 1 Programme of Study for Science states:

Pupils 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 which sense.

Year 2 Programme of Study for Science states:

Pupils should be taught to:

- notice that humans and animals have offspring which grow into adults.

Most of the SRE curriculum is taught through assemblies, circle time and regular class or group discussions. It will often use Social and Emotional Aspects of Learning (SEAL) materials.

Resources

Materials used in the school to deliver this subject area will be appropriate to the age and the religious and cultural background of the pupils concerned.

(Education Act 1996: section 148(4). RSE Education will be in accordance with the DfE document, Relationships Education, Relationships and Sex Education (RSE) and Health Education (9th July 2020).

Visits and Visitors

All parties involved in work with children and pupils at this school should be made aware of the school's policy for confidentiality.

When taking children on educational visits, staff will follow the guidelines in the school's Health and Safety and School Visits Policy.

Equal Opportunities

All children will have equal access to our SRE curriculum in line with the school's equal opportunities policy and Racial Equality Policy.

Assessment, Recording and Reporting

SRE forms an important part of our pupils' personal development. A simple annual assessment at the start of the autumn term asks children to draw their image of a healthy person. This is a useful snapshot to support PSHE work undertaken throughout the year. In addition, those aspects which relate to core modules within the Science strand 'Life Processes and Living Things' are assessed.

In our annual written reports to parents, class teachers include a personal profile which comments on pupils' personal and social development. This includes areas such as self-esteem, motivation, reflection and self control.

Monitoring and Evaluation

Aspects of SRE are chosen to be monitored, evaluated and reviewed in line with the M & E Policy.

APPENDIX 1

Taken from DfE document:

'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Published 25th June 2019 and Updated 9th July 2020

By the end of primary school (KS2):

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, 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.

	<ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a 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.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

	<ul style="list-style-type: none"> • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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