



Creswell Infant and Nursery School

Sex and Relationship Education Policy

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way".

Secretary of State July 2019

Our Vision

At Creswell Infant School, we believe that we should prepare pupils for adult life by supporting children through their physical, emotional and moral development. Sex and relationship education is embedded in our PSHE and Science curriculum and is used to inform children about sexual and relationship issues in the context of a stable and loving relationship, recognising the need to develop morality and individual responsibility.

Aims

To teach children to:

- Respect the views and wishes of others
- Develop confidence in talking, listening and thinking about feelings and relationships. To be responsible for our own actions
- Be able to name parts of the body and describe how their bodies work
- To protect themselves and ask for help and support
- To care for each other respecting feelings and bodies of others
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To work in partnership with parents, carers and outside agencies
- To encourage pupils to have a regard to moral considerations and the value of family life
- To value the importance of relationships

Morals and values

Our Sex and Relationship education will reflect the school's ethos and will demonstrate and encourage the following values:

- Respect of self
- Respect of others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

These values will underpin all our work at Creswell C. of E. Infant and Nursery School. It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019).

Children will be taught using the Jigsaw: A Mindfulness Approach to PSHE programme, themes and topics relating to the National Curriculum work for Science. At KS1 pupils will learn about how animals (including humans) move, feed, grow and reproduce and the main parts of the body. Children are given the opportunity to appreciate the differences between people and how to show respect for each other.

Each Year group will teach sex and relationship education in a way appropriate to their maturity and any questions raised by children will be dealt with sensitively and appropriately as the need arises.

Sex and Relationship (Statutory) Education

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

EYFS Learning Intentions

- I can identify some of the jobs I do in my family and how I feel like I belong
- I know how to make friends to stop myself from feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings

- I know how to be a good friend
- I can name parts of the body
- I can tell you some things I can do and foods I can eat to be healthy
- I understand that we all grow from babies to adults
- I can express how I feel about moving to Year 1
- I can talk about my worries and/or the things I am looking forward to about being in Year 1
- I can share my memories of the best bits of this year in Reception
- PANTS "privacy", their right to keep things private and respecting others privacy.

Year 1 Learning Intentions

- I am starting to understand the life cycles of animals and humans
- I can tell you some things about me that have changed and some things about me that have stayed the same
- I can tell you how my body has changed since I was a baby
- I can identify basic parts of the body and start to understand differences that make boys different to girls
- I understand that every time I learn something new I change a little bit
- I can tell you about changes that have happened in my life
- PANTS "privacy", their right to keep things private and respecting others privacy.

Year2 Learning Intentions

- I can tell you about the natural process of growing from young to old and understand that this is not in my control
- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old
- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private
- I understand there are different types of touch and can tell you which ones I like and don't like
- I can identify what I am looking forward to when I move to my next class

Delivery

- As taught weekly Jigsaw lessons
- Through planned aspects of science and PSHE
- Through circle time

- Assembly/collective worship time
- School visitors - school nurse etc.
- Story time

Teaching

Sex Education is a responsibility, which the school shares with others. Provision for Sex Education should include opportunities for involving governors, parents, families and the community so what is learned at school can be supported by appropriate experiences at home and in the community.

Class teachers will deliver the Jigsaw programme (or the Science co-ordinator where appropriate) to the class. If a member of staff feels ill equipped to take on the programme a colleague will deliver the programme.

Elements of the sex and relationships education in the science and PSHE curriculum will be assessed at the end of the units taught.

Children's questions about sex and relationships will be treated sensitively and simply, often without requiring highly sophisticated or complicated responses. If an individual pupil raises a particularly explicit issue, teachers should exercise their discretion and judgement about how to deal with it. Teachers should discuss their concerns with the parents and Child Protection Officer. All issues involving any form of abuse must be referred immediately to the schools Child Protection Liaison Officer (Head Teacher). Other agencies can be contacted for support and information. See Child Protection Procedures for further details.

Right to Withdraw

Parents have the right to withdraw their child wholly or partly from attending sex education in school but not from statutory relationships or Science aspects included in the National Curriculum. We as a school teach the **statutory** relationship and health education through our "Changing Me" puzzle pieces. Therefore the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite parents to discuss these with the Head Teacher.

Equal Opportunities

The school organisation ensures that the children have equal status. All pupils will have equal access to the Sex Education Curriculum. Consideration will also be given to the needs of pupils with English as an additional language.

Special Educational Needs

Pupils with Special Educational needs may need more help than others in coping with the physical and emotional aspects of growing up and may also need more help in learning what sorts of behaviour are and are not acceptable.

Personnel

Emma Jackson is the person responsible for SRE. Professional development opportunities will be given through external courses and/or staff meetings to all staff who are to deliver SRE.

Sex and Relationship Education will be monitored through the Science and PSHE Curriculum.

Policy Document and Review

This policy has been written and agreed with the consultation of

- Senior management
- Governors
- Teaching staff
- Pupils (pupils have been consulted about topics they enjoy and styles of teaching) Parents/carers

Agreed by Governors

Date: 4/3/21

Review February 2023