



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

Agreed by staff – October 2023
Adopted by the Governing Body – October 2023

Responsibility for review – Curriculum Committee
To be reviewed – October 2024

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 is sent out to parents, is on the website 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

Difficult questions

Sometimes pupils may ask questions which go beyond what the teacher has planned and may stray into sensitive territory. There is no single way to address all such questions – some may be handled in a straightforward manner for the whole class to hear, but others may relate to parts of the curriculum which have not yet been taught and, as such, these should not be answered in front of the class. Before teaching, school staff should refer to the 'Managing Difficult Questions' section of the statutory guidance.

Development Matters (EYFS) states:

Personal, Social and Emotional Development

Self-Regulation (Early Learning Goal)

Pupils show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Managing Self (early Learning Goal)

Pupils can explain the reason for rules, know right from wrong and try to behave accordingly.

Pupils can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships (Early Learning Goal)

Pupils form positive attachments to adults and friendships with peers.

Pupils show sensitivity to their own and others' needs.

Understanding the World

Pupils can understand the key features of a life cycle of a plant and an animal. (3-4 years)

Pupils should be able to name and describe people who are familiar to them and talk about members of their immediate family and community. (Reception)

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 (updated 13th September 2021).

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.

Right to Withdrawal

Parents have the right to withdraw children from SRE lessons but they need to understand that the right of withdrawal does not apply to the National Curriculum and related activities. Parents requesting withdrawal are invited to discuss their concerns with the class teacher or head teacher.

Assessment, Recording and Reporting

SRE forms an important part of our pupils' personal development. A simple assessment at the start of the autumn term in Foundation Stage Two 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

Information for parents about Sex and Relationship Education at Loughton Manor First School

Statutory guidance from the Department for Education (updated 2021) states that: “The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils’ lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect”.

At Loughton Manor First School, our teaching takes account of the maturity of the children and aims to help with the physical, mental and emotional changes of growing up. We aim to give them an appropriate understanding of human reproduction, i.e. life cycles, 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.

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Pupils should be taught how to form positive attachments to adults and friendships with peers.

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Pupils should be taught to:

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We hope you have found this information useful about how Sex and Relationships Education is delivered within our school. The Sex and Relationships policy is on our website if you would like further information.