

# HARNHAM INFANT SCHOOL

## DRAFT SRE POLICY



***'Enjoy, Explore and Learn'***

Reviewed by Curriculum Committee.....

Signed on behalf of Governors.....

Signed on behalf of Staff .....

# Harnham Infant School SRE Policy

## Policy for Relationships and Sex Education

### Introduction

At Harnham Infant School we use the Jigsaw Scheme of Work to support our teaching of Relationships and Sex Education. This document sets out the specific learning in Relationships and Sex Education in accordance with the law. Relationships Education was made statutory in Primary Schools from September 2019 but then, due to Covid, was delayed to September 2021. This policy is linked to the PSHE policy and is intrinsic to the school's policy on Safeguarding, Equality and Anti-Bullying.

### Legal Framework

At Harnham Infant School we operate within the Equality Act 2010 which covers the way the curriculum is delivered. As a school we have a duty to ensure that issues are taught in a way that does not subject pupils to discrimination. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people including those who are lesbian, gay, bisexual and transgender (LGBT). At Harnham Infant School we believe that inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

We have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006). This includes homophobic, sexist, sexual and transphobic bullying. Section 4.2 of the National Curriculum (2014) states;

**Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.**

From September 2021 **parents do not have the right** to withdraw their children from Relationships Education. At Harnham Infant School we believe that is important that all children receive the content outlined below to keep themselves safe.

At Harnham Infant School we explicitly teach Sex Education, as identified in this policy, and parents continue to retain their right to withdraw children from this. When the science curriculum contains content on human development though, including reproduction, parents also no longer have the right to withdraw their children from it.

Parents, in accordance with the law, were consulted by Harnham Infant School on these changes in February 2020 via a letter which set out the objectives we will be teaching. Paragraph 41 of the 2019 guidance states that ‘All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE’.

During Term 5, parents are informed of our RSE policy and their legal rights within it.

### **Overview of Relationships Education**

The focus at Harnham Infant School will 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.

Children will learn about the following via the Jigsaw units of Relationships, Changing me, Celebrating Difference and Being Me in My World.

### **Families**

- 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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- About different types of bullying (including cyber bullying), 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**

- 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**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.

The following objectives are specific to each year group as taught through the Jigsaw Scheme of work in the unit on Relationships and these objectives will be shared with parents seeking additional clarification on what is being taught in the Relationships unit.

Before teaching the ‘Changes’ unit in Term 6, teachers will share with parents the vocabulary used and parents will have access to our teaching materials if they wish to see these in advance of the lessons.

**Relationships (Term 5)**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
I can identify some of the jobs I do in my family and how we belong together.	I can identify the members of my own family and I understand that there are lots of different types of families.	I can understand the different members of my family, understand my relationship with all of them and know why it’s important to share and cooperate. I understand that families may be different from my own.
I know how to make friends so i won’t be lonely	I can identify what a good friend means to me.	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some of this is not.
I can think of ways to solve problems and stay friends.	I know appropriate ways of physical contact to greet my friends and I know what I prefer.	I can identify some of the things which make me come into conflict with my friends. I know some positive problem solving techniques to resolve conflict.
I am starting to understand the impact of unkind word.	I know who can help me in my school community and	I know that it is sometimes good to keep a secret and

	ways I can ask for ask.	sometimes it is not. I understand who I can talk to about this.
I can use calming techniques to help me manage my feelings	I can recognise my qualities as a person and as a friend,	I recognise and appreciate the people in my life who can help me; my family, school and community
I know how to be a good friend.	I can tell you why I appreciate somebody who is special to me.	I can express my appreciation for people in my special relationships.

### **Changing Me: Sex Education (Term 6)**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
I can name parts of the body	I am starting to understand the life cycles of humans and animals.	I can recognise cycles of life in nature
I can tell you some of the things I do and some of the things I eat to keep healthy.	I can tell you things that have changed about me and the things that have stayed the same.	I can tell you about the natural process of growing older and I understand that this is out of my control.
I understand that we all grow from babies to adults.	I can tell you how my body has changed since I was a baby.	I can recognise how I have changed since I was a baby and know where I am on the continuum of young to old.
I can express how I feel about moving to Year 1	I can identify the parts of the body which makes boys different from girls.  I can use the correct terms for these: penis, testicles, vagina, vulva and anus.	I can recognise the physical differences between boys and girls.  I can use the correct terms: penis, testicles, vagina, vulva and anus.  I understand that some parts of my body are private.
I can talk about my worries and things I'm looking forward to.	I understand that every time I learn something new then I change a bit.	I can understand that there are different types of touch and I can tell what types I

		like and which I don't.
I can share my memories of Reception.	I can tell you about changes that have happened in my own life.	I can identify what I am looking forward to as I move into the juniors.