

SRE in EYFS

For Parents and carers

Cambridgeshire PSHE topics: My Body and Growing Up

Objectives covered in Sex and Relationships Education (SRE) in EYFS:

Understanding our bodies

- To understand and value what their bodies can do.
- To describe their own appearance and name their external body parts including using agreed names for the sexual parts i.e the names a Doctor might use e.g. penis and vagina.
- To recognise the similarities and differences between boys and girls, through baby dolls.
- To understand ways their bodies have changed since they were babies.

Keeping clean

- To understand ways of looking after their body and keeping it clean.

People who care for me

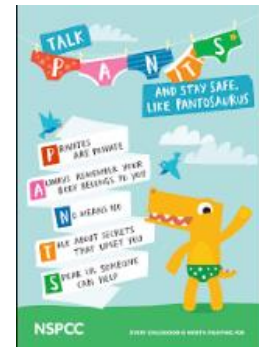
- To understand about how members of their family and other trusted adults care and look after them.

Growing up

- To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others
- To recognise how growing up makes them feel.

Keeping Safe

- To understand ways to keep their bodies safe and how to look after them and keep them clean.
- To understand about how members of their family and other trusted adults care and look after them.
- To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.
- To recognise how growing up makes them feel.
- We support the children in understanding the need to talk to a trusted family member or adult that cares for them if they have any concerns or worries.



How is this taught?

- Through circle time. This is a safe opportunity to 'listen to others' and 'respect what people have to say'. It gives children opportunities to listen, talk, discuss and ask questions.
- Through songs such as 'Pantosaur' from the NSPCC. <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule>
- Through play opportunities in continuous provision e.g. boy and girl baby dolls, baby clinics

“Early and accurate naming of body parts is vital. If children have not been equipped with the words for the parts of their bodies and have picked up the message that adults don’t talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection”.

Cambridgeshire PSHE Service

Please come and speak to any member of the EYFS team if you have any questions or wish to discuss anything.