



Sedbergh Primary School

Sex and Relationship Education (SRE) Policy

Approved by: *Jonathan Taylor*

Date: *8th February 2018*

Review Date: *February 2019*

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

| Version Number | Version Description | Date of Revision |
|----------------|--------------------------|------------------|
| Version 1 | Original | February 2017 |
| Version 2 | Annual update and review | February 2018 |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

If you require this document in another format; i.e. easy read, large text, audio, Braille or a community language, please contact the school office.

Tel: 01539620510

Mail: admin@sedbergh-pri.cumbria.sch.uk

Rationale

Sex and Relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

This policy was written and updated in collaboration with parents, carers and families, and school staff and in accordance with the DfE guidance documentation 'Sex and Relationships Education Guidance (ref DfE 0016/2000) and supplementary guidance issued by the PSHE Association. This policy should be read in conjunction with the following policy documents:

- Child Protection Policy
- Teaching and Learning Policy
- SEN (including most able) Policy
- Single Equalities Policy
- Science Policy
- PSHE Policy

What is Sex and Relationship Education (SRE)?

At Sedbergh Primary School we see the core of the sex and relationship education to be concerned with enabling children to value themselves and their bodies, foster respect, love and care of others, understanding and valuing participation in stable and loving relationships, including marriage and wider family life, and tolerance of others' relationship decisions. We also see it as teaching how the human body works, understanding the human life cycle and helping parents to prepare children for physical and emotional changes in their lives. Keeping safe online and making judgements about what is appropriate online behaviour are also skills we see as vital.

At Sedbergh Primary School, we will aim to:

- Maintain a happy, caring environment in which children feel secure to grow and develop intellectually, socially, emotionally, culturally, spiritually and physically
- Set high standards of achievement and to have high expectations of all children
- Provide a broad and well taught curriculum where children have many wide and varied experiences
- Continue to work in close partnership with parents and the wider community
- Give children opportunities to develop independence and the responsible attitudes that will enable them to become active and caring members of the community

Sex and Relationship Education (SRE) in our school aims to:

- Help and support children through their physical, emotional and moral development
- Help children to develop the skills and understanding they need to live confident, healthy and independent lives
- Provide accurate information and help children develop skills to enable them to understand difference and respect themselves and others, and for the purpose of preventing and removing prejudice
- Promote spiritual, moral, cultural, mental and physical development of children at school, and help prepare them for the opportunities, responsibilities and experiences of adult life
- Enable children to understand human sexuality and to respect themselves and others

- Build self-esteem and confidence and inform children how they can protect themselves and ask for support
- Equip children with communication and decision making skills to enable them to make wise choices and responsible decisions

How SRE is provided?

A planned, progressive programme of SRE gradually and appropriately begins to prepare young people for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that they will experience as they grow and mature into healthy, confident and responsible adults.

In line with national recommendations, SRE at Sedbergh Primary will be delivered through PSHE, Science, SEAL and the Dimensions PSHE Curriculum.

SRE is taught to each year group, starting in Reception and may be delivered by outside agencies with specialist health education skills. Information will be delivered with an accepting, honest and non-judgemental approach, which enables young people to contribute, and as deemed age-appropriate.

SRE at Sedbergh Primary School will cover the following areas:

Attitudes and Values

- Learning about the values of family life and stable relationships
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on understanding of differences and with the absence of prejudice
- Providing opportunities for young people to develop the ability to understand the consequences of their decision and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles and tolerance of alternative lifestyles
- Physical development
- Emotions, relationships and reproduction

Working in Partnership with Parents:

Parents are the key people in:

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings

Sedbergh Primary school is committed to working with parents and carers. Parents have the right to withdraw their children from any SRE that falls outside of the statutory National Curriculum.

All parents will be invited to view this policy on the school website, or obtain a paper copy from the school office. Under current legislation schools enable parents to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum. Parents are asked to contact the Head Teacher who will be able to discuss any concerns. Additional guidance is available to parents/carers across a variety of state and 3rd sector organisations.

Confidentiality and Child Protection:

SRE will take place in a secure and supportive environment however the children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in delivering and supporting SRE should be alert to the signs of abuse, neglect and exploitation. The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

Review and Monitoring:

The Sex and Relationships Education Policy is reviewed every two years.

Equal Opportunities:

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family background.

Special Educational Needs: Teachers at Sedbergh Primary School will ensure that content is differentiated to meet the needs of all pupils.

Curriculum Delivery and Content

| Reception and Nursery | | |
|--------------------------|--|---|
| | Learning Intentions | Learning Outcomes |
| Myself and Others | To recognise some feelings To recognise that our behaviour affects other people especially when we are angry | To begin to have identified some of their feelings and recognise some of the ways they express them To recognise how our feelings and behaviour can influence our friendships |
| Family networks | Know that family and friends care for each other | To have identified family members and friends and the roles that they play To know who they can talk to at home and in school |
| Body Awareness | To appreciate and value their body, its capabilities and uniqueness To understand why hygiene is important To understand that boys and girls are different | To consider the ways they have changed physically since they were born To begin to consider the changes that will take place in the future To be able to describe some of the functions of some of the parts of the body To know that boys and girls are different and to use the correct vocabulary for external genitalia To explain why it is important to keep clean To be able to carry out some basic hygiene routines To be able to become more independent e.g. dressing and undressing |
| Life cycles/reproduction | Life cycles of plants and animals, including humans | To know that animals and humans produce babies that grow into children and then adults To know that babies grow inside a female adult To understand how we know things are alive, dead, young and old |

In each of the following Year Groups, provision is made for pupils to be able to ask anonymous questions about the content of the learning e.g. question box

| Year 1 | | |
|---------------------------|--|--|
| | Learning Intentions | Learning Outcomes |
| Growing and changing | To recognise the body's capabilities and uniqueness Changes since birth | To identify similarities and differences between themselves and the opposite gender To recognise and name, using the proper terminology, parts of the body and what they do To consider changes that will take place in the future |
| Body Awareness | To appreciate and value their body, its capabilities and uniqueness To understand that there are differences between boys and girls To understand why hygiene is important | To consider the ways they have changed physically since they were born To begin to consider the changes that will take place in the future To know that boys and girls are different and to use the correct vocabulary for external genitalia To become increasingly more independent |
| Life cycles /reproduction | Life cycles of plants and animals, including humans | To understand life as a 'cycle' with birth and death. To understand that babies grow inside a female adult |
| Family | To know that there are different types of family and all families have special roles in children's lives | To be able to describe their family and other types of family To understand why their family is special To identify ways that people care for each other to identify special people in their lives and be able to describe what makes them special |
| Friendships | To understand what friendship is | To describe who a friend is and what a friend does To demonstrate some skills needed to make and maintain friendships |

| | | |
|-------------------|---|---|
| Myself and others | To know the importance of valuing oneself To begin to realise that everyone is different | To describe and begin to value individuality and to recognise and celebrate emotions, gifts and talents To know and value the different groups to which they belong To recognise similarities and differences between themselves and peers. |
| Safety | To have considered personal space and touch in relation to the body | To know the body belongs to the person To recognise that some touches are comfortable and some are not |

| Year 2 | | |
|---------------------------|---|---|
| | Learning Intentions | Learning Outcomes |
| Body Awareness | To appreciate and value their body, its capabilities and uniqueness To understand why hygiene is important | To be able to describe some of the functions of some of the parts of the body To explain why it is important to keep clean To be able to carry out necessary hygiene routines |
| Life cycles /reproduction | To learn that humans produce babies which grow into children and then into adults | To know that human adults may have babies that develop into children and then into adults To know where babies come from |
| Self Esteem | To recognise their worth as individual by identifying positive things about themselves and their achievements and by beginning to identify areas that are strong and those that need to be strengthened | To see oneself as special, to recognise strengths, abilities and personal characteristics. To have begun to build self-esteem and confidence by looking at their skills and achievements To begin to identify personal strengths and weaknesses |
| Secrets | To know the difference between a good secret and a bad secret | To consider good secrets and bad secrets To have identified who they can talk to and ask for help |
| Relationships | To understand and respect the feelings of others To encourage individuals to recognise their own feelings and be aware of the feelings of others | To reflect upon different types of love, for family, friends, pets, places, possessions To consider the roles of different members of the family |
| Choices | To recognise that children can make choices and that this can be challenging | To understand that they have choices To recognise that choices and responses will be affected by different factors To recognise that some choices will be wrong and other choices will be right To identify a simple way for decision making |
| Safety | To have considered personal space and touch in relation to the body | To know the body belongs to the person To have considered touches that are comfortable/acceptable and some that are not To know what to do if they are uncomfortable with touches from another |

| Year 3 | | |
|----------------|---|---|
| | Learning Intentions | Learning Outcomes |
| Body Awareness | To appreciate and value their body, its capabilities and uniqueness To understand why hygiene is important | To be able to describe some of the functions of some of the parts of the body To explain why it is important to keep clean To be able to carry out necessary hygiene routines |

| | | |
|---------------------------|--|---|
| Life cycles /reproduction | To understand what is a 'life cycle' Explore the notion of adults continuing their life cycles. To understand how babies are born | To introduce the word 'Reproduction' To think about what reproduction is and why it is necessary in all species including humans. To understand how a baby comes into the world and know the associated vocabulary |
| Growing and changing | To understand how we change when we grow up To understand the main organs of the body and distinguish male from female | To recognise that change is a part of growing up To appreciate that there are a number of very important organs in the human body To identify the differences between males and females, name male and female body parts using agreed words |
| Relationships | To understand and respect the feelings of others To encourage individuals to accept their own feelings and be aware of the feelings of others | To reflect upon different types of love, for family, friends, pets, places, possessions To consider the roles of different members of the family |
| Choices | To recognise that children can make choices and that this can be challenging | To understand that they have choices To recognise that choices and responses will be affected by different factors To recognise that some choices will be wrong and other choices will be right To identify a simple way for decision making |
| Safety | To have considered personal space and touch in relation to the body | To know the body belongs to the person To have considered touches that are comfortable/acceptable and some that are not To know what to do if they are uncomfortable with touches from another |

| Year 4 | | |
|--|--|--|
| | Learning Intentions | Learning Outcomes |
| Life Cycles/ Reproduction | To identify some basic facts about reproduction and pregnancy | To recap on what reproduction is and why it is necessary in all species including humans To name the male and female internal and external sexual reproductive parts To understand some of the processes of fertilisation and how a baby grows To understand the needs of a new baby Reflect on what happens when a life cycle ends or is broken |
| Growing and changing Body Awareness | To appreciate that over time we change, physically and emotionally | Reinforce knowledge and understanding of male and female development, and extend their biological vocabulary To identify some basic facts about puberty To understand changes in our feelings as we grow up To know that each person experiences puberty differently To understand the need for personal hygiene and be able to recognise what they need to do to keep clean |
| Relationships | To learn strategies to deal with feelings in the context of relationships To understand and be able to use assertiveness skills Identify feelings and understand how they affect behaviour | Can practice strategies for managing some feelings To begin to consider peer pressure and consider strategies to resist this |

| | | |
|---------|---|---|
| | | |
| Choices | To recognise that children can make choices and that this can be challenging To understand and be able to use assertiveness skills | To understand that they have choices To recognise that choices and responses will be affected by different factors To be reflective about choices made To develop confidence and skills to seek help |
| Safety | To have considered personal space and touch in relation to the body | To know the body belongs to the person To have considered touches that are comfortable/acceptable and some that are not To know what to do if they are uncomfortable with touches from another |

Year 5

| | Learning Intentions | Learning Outcomes |
|---------------------------|---|--|
| Life cycles /reproduction | To be aware of the facts of the human life cycle including sexual intercourse | To name the male and female internal and external sexual reproductive parts To make clear the link between changes at puberty, sexual intercourse and the start of a baby To know and understand the process of reproduction and how this is part of a loving relationship Be able to describe conception and to know and understand the process of how babies are born |
| Growing and changing | To provide information relating to puberty and explore attitudes and feelings about growing up To explore the impact of puberty on the body and the importance of personal hygiene | Understand the physical and emotional changes that take place at puberty, why they happen and how to manage them Demonstrate understanding of the menstrual cycle Male and reproductive organs Explain how to stay clean during puberty |
| Relationships | To be aware that there are different types of relationships, including marriage and those between family and friends, and that all types of families are equally valuable | To have explored some of the differences in relationships between friends and family To be able to consider and discuss a range of family types including single parents, foster parents, adoptive parents and same sex parents To have considered the meaning of the word love and a variety of different meanings it has To have considered how other people feel in some situations and this helps or hinders friendships |
| Safety | To have considered personal space and touch in relation to the body | To know the body belongs to the person To have considered touches that are comfortable/acceptable and some that are not To know what to do if uncomfortable with touches from another |
| Support Networks | To identify their support network and how, when to find support when the people in their network cannot help | To identify people in their support network, To know how to ask for help and support To identify some sources of outside support Demonstrate how to seek help and support during puberty. |

Year 6

| | Learning Intentions | Learning Outcomes |
|--|---------------------|-------------------|
|--|---------------------|-------------------|

| | | |
|---------------------------|--|--|
| Growing and Changing | To have a more comprehensive understanding about how their physical and emotional development are interrelated | To name the name male and female internal and external sexual reproductive parts, using the correct terminology To be aware that puberty occurs at different times for different people and be able to explain why To identify and describe the main physical and emotional changes that take place during puberty |
| Life cycles /reproduction | To be aware of the facts of the human life cycle including sexual intercourse as part of a developing relationship | To recap on the content of 'Year 5' To learn about the development of relationships To understand that many people use contraception to control when they have children and how many they have To understand the meanings of 'abortion' and 'miscarriage', and the difference between them Begin to understand how a baby is made and develops About the roles and responsibilities of carers and parents Look at sex and relationships in the media |
| Relationships | To be able to explain their choices and stand by their choices in the face of pressure | To acknowledge that friends/relations can exert pressure on each other. To explore ways of handling specific situations and corresponding risks To understand how self-confidence, communication skills and assertiveness can be helpful |
| Safety | To increase awareness of personal safety in all areas, including online | To be able to identify potential dangers in different environments To be able to identify some risks in specific situations To know what to do in specific situations |
| Support Networks | To identify their support network and how, when to find support when the people in their network cannot help | To identify people in their support network, To know how to ask for help and support To identify some sources of outside support Demonstrate how to seek help and support during puberty. |

Resources: Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

Channel 4 Primary Sex & Relationship Education 5-11 year olds; 'All About Us: Living and Growing – Alternative.'

Outside agencies may be employed to teach content from this curriculum.