



Sedbergh Primary School

Sex and Relationships Education (SRE) Policy – November 2016

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

Approved by: *Sophie Lawson (Chair of Governors)*

Date: *8th February 2017*

Review Date: *February 2018*

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.

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	To know the importance of valuing	To describe and begin to value individuality and to recognise

others	oneself To begin to realise that everyone is different	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	To introduce the word 'Reproduction' To think about what reproduction is and why it is

	cycles. To understand how babies are born	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	To name the name male and female internal and external sexual reproductive parts, using the

	emotional development are interrelated	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.