

# Sex and Relationships Education Policy

**Fenstanton and Hilton  
Primary School**

**November  
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# Fenstanton and Hilton Primary School

## Sex and Relationships Education Policy

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## **Section 1 - Preliminaries**

### **a) Participating Schools**

This policy is shared by all schools in Cambridge City and South Cambs.

### **b) Cambridge City Partnership Group**

These people have participated in developing the shared entitlements and statements in Section 2. They represent a wide range of organisations in our community.

Eva Acs, Cambridgeshire Teenage Pregnancy Co-coordinator

Carrie Abbs, Cambridge City PCT

Pauline Brindle, Lady Adrian Special School

Mary Gyte, South Cambridgeshire PCT

Marie Claire Hisock, South Cambridgeshire PCT

Ellie Howes, Ramsey Mill

Diane Fenner, PSHE Service

Melanie Monaghar: J, Centre 33

Jacquie Mountford-Green, Cambridge City PCT

Cathy Murphy, PSHE Service

Bonnie Pilmer, South Cambridgeshire PCT

Jeanette Perkins, Connexions

Anne Streater, Diverse

Vanessa Ward, Rees Thomas Special School

Further guidance has been offered by:

Jon Pratt, PSHE Service

Bethan Rees, Cambridgeshire Race, Equality and Diversity Service

Christine Welburn, Education Child Protection



## Section 2 – The Community Sex and Relationship Education Policy

### a) Introduction

The aim of the Community SRE Programme is to develop and make ongoing improvements to the provision of SRE in Cambridgeshire schools and other educational settings supported by their local communities.

The aim of our Community SRE Policy is to work in partnership to provide schools and other educational settings with structured guidance and to clarify what young people are entitled to receive in terms of SRE.

We will achieve these aims by:

- Working in partnership to develop a shared understanding of effective practice and a supportive programme for SRE with young people in schools
- Clarifying what young people are entitled to receive in terms of SRE and to develop awareness of their changing and diverse needs
- Enabling and supporting schools to regularly review, evaluate and develop their SRE policy and practice in consultation with the whole school community.

SRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which all people and organisations in Cambridgeshire working with young people can contribute. The Community SRE programme will take into account national and local guidelines and will contribute to meeting local and national targets as described in strategies such as;

- Choosing Health
- Every Child Matters
- National Healthy School Status
- Teenage Pregnancy Strategies
- Sexual Health Strategies
- Looked After Children
- School Based Health Services
- Children and Young People's Plan
- HIV and Sexual Health Strategy
- National Service Framework for Children, Young People and Maternity Services
- Child Protection

### b) Our Shared Beliefs about SRE

- SRE is lifelong learning about ourselves- emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many community texts: e.g. at home, at school and in youth settings.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE including: Learning needs, family circumstances, race, culture, religion, gender and sexuality.
- SRE is most effective when provided in a wider context of social and emotional development. In schools, successful SRE is firmly rooted in personal, social and health education (PSHE)
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to make informed choices.
- Effective SRE is responsive to the specific needs of young people as individuals.



**c) Entitlements**

Young people are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets the needs of the individual young person
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- A well-planned, well-delivered SRE programme with appropriate follow up that is flexible to cater for their changing needs over time
- Be involved in developing and evaluating the content, delivery and timing of their SRE programme
- Education outside the formal curriculum which is appropriate to their individual needs.

Adults working with and for young people are entitled to:

- Access to high quality, up-to-date, accurate information and resources, including updates on local and national strategies
- Mutual understanding of roles, responsibilities and organizational boundaries in relation to the planning and delivery of SRE
- Contribute their views and ideas in support of the development of SRE for young people
- Professional guidance and support
- A named person for liaison when working with another organization
- Opportunities to share good practice
- Access to regular, up-to-date training
- Be informed about issues of confidentiality and how it affects them and young people they are working with.
- Have their views and ideas heard in a respectful, non-judgemental manner.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their child
- Information on how and when SRE is taught and delivered
- Understand their rights and responsibilities in relation to the SRE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas heard in a respectful, non-judgemental manner.

**d) Entitlement Curriculum**

The Entitlement Curriculum for SRE is included in this policy. It describes the elements of SRE which will be taught at or by the age groups described. The Entitlement Curriculum is wholly consistent with the National Curriculum and DCSF guidance. It is fully supported by the Cambridgeshire Primary PSHE Scheme of Work.



**e) Implementation and Review**

- Our school will reflect on their contribution to the provision of the Entitlements and seek to develop this.
- Our school and partner organisation will continue to work in partnership to ensure the delivery of SRE for young people in their care.
- The policy will be reviewed by stakeholders in the school at agreed bi-annual intervals.



## Section 3 -Implementing the SRE in Our School

### a) Introduction

Our work in SRE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We prepare our pupils to confidently meet the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide young people, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our young people to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.

Other school policies are relevant to our provision of SRE: PSHE and Citizenship, Child Protection, Confidentiality, Behaviour, Anti-bullying. This SRE policy will be made available to staff on the school network.

This policy is consistent with national guidance, in particular 'Sex and Relationship Education Guidance' DfEE 2000. It also reflects recommendations from OfSTED, the National Healthy Schools Standards and the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: National Healthy Schools Programme, Social and Emotional Aspects of Learning (SEAL) Programme, Continuing Professional Development for teachers of PSHE

This part of our SRE policy is the responsibility of the governing body and has been devised through discussion with staff at a staff meeting, by a working party representing staff, parents and governors by the PSHE Co-ordinator and reviewed by staff. It was discussed and ratified by the school governors in May 2014

### b) Our Aims for SRE

All adults will work towards achieving these aims for SRE in our school. We seek to enable young people to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- recognise and avoid exploitative relationships



- value, care for and respect their bodies
- be aware of and enjoy their developing sexuality

### **c) Delivering Entitlement Curriculum for SRE in our School**

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, culture and background when planning SRE.

We consider SRE to be a continuous process of learning, as described in the Entitlement Curriculum for SRE. All adults working with young people have a part to play in supporting the delivery of SRE.

The objectives of the SRE Curriculum will be primarily delivered in:

- PSHE through designated lessons, circle time, focused events, health weeks, etc.
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment Activities, especially our assembly programme, visits from the Life Education Centre, social skills groups, involvement in schools trips and adventurous activities

Specific Units of Work on SRE are planned into our teaching programme from YR to Y6.

We understand that at times young people will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of young people more effectively.

### **d) Responsibilities for Curriculum Delivery and Policy Implementation**

We regard it as the shared responsibility of all adults working within the school to respond appropriately to a young person's request for information and advice. All staff will be aware of the guidance on responding to young people's questions and will be encouraged to access support from colleagues where necessary.

- The SRE curriculum will primarily be delivered by class teachers.
- Those delivering SRE will have responsibility for assessing young people's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.
- The PSHE Co-ordinator is responsible for reviewing and evaluating SRE at our school. The PSHE Co-ordinator is accountable to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the Entitlement Curriculum by the PSHE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with the PSHE Service, plan INSET to meet staff needs and liaise with visitors who support the delivery of SRE.
- Governors hold responsibility for the SRE policy and will be assisted in implementing it by the PSHE Co-ordinator.

#### **d) i) Teaching Methodologies**

Ground Rules: It is essential that SRE be carried out in a safe, non-judgemental environment where adults and young people are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom.

They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in SRE as young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for SRE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best



dealt with in smaller groups or referred to parents or other sources of support, such as health professionals. When answering questions, we shall ensure that personal revelation of sexual behaviour or attitudes by adults or pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the Headteacher or Deputy Head in line with school policy.

**Distancing Techniques:** In order to reduce embarrassment and protect young people's privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without reference to personal experience. For example, we will use fiction, puppets, case studies, role-play, videos and theatre in education to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

#### **e) Inclusion**

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, culture, learning needs, sexual orientation and background when planning and delivering SRE.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE Curriculum meets the needs of all:

- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage exploitation.
- We will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to SRE. We will review our SRE provision to ensure that all those with additional needs are provided for. When working with young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and body image
- The need to involve all staff including ancillary staff and carers in policy development, planning and training
- The management of personal care.
- Clarity about sources of support for pupils

#### **f) Resources**

We will primarily use the Cambridgeshire PSHE Scheme of Work and the resources recommended within it when planning and delivering the SRE Entitlement Curriculum. We will avoid a 'resource led' approach to delivering SRE, instead focusing on our planned learning objectives. We will carefully evaluate teacher resources, leaflets or videos, before using them. We will select resources which:

- Are consistent with the Entitlement Curriculum for SRE
- Relate to the agreed aims and objectives of this policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the young people
- Appeal to adults and young people
- Are up-to-date in factual content
- Are produced by a reputable organisation
- Do not show unfair bias e.g. towards a commercial product



- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning
- Conform to the legal requirements of SRE.

#### **g) Use of Visitors to Support SRE**

In our school, we believe that SRE is most effectively taught by those who know our young people well and are aware of their needs. We encourage visitors to our school who may complement, but never substitute or replace, planned provision. We will work closely with visitors to ensure that the needs of our young people are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be accompanied by a member of staff.
- The school will be aware of whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors supporting the school in the provision of SRE will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the teacher or PSHE Co-ordinator, taking account of the age and needs of the group and the context of the work within the PSHE programme.
- Visitors will be reminded that whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator or a lead teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

#### **h) Confidentiality**

- Staff are unable to offer absolute confidentiality.
- We will reassure young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils in an agreed and planned school-based health service, such as a "drop in centre". This often involves offering a greater level of confidentiality to young people, than school staff may give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the school's confidentiality policy. Health professionals and youth workers will ensure that young people are aware of this when beginning work with them.

##### **h) i) Child Protection**

We recognise that because effective SRE will alert young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

##### **h) ii) Sexually Active Young People**

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Child Protection Procedures and seek advice from the relevant agency.



### **i) Staff Training**

Teaching SRE can be very rewarding, but we understand that in order to feel confident, staff need opportunities to explore how they feel about the issues and to share worries and concerns. We recognise that all adults have different personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Entitlement Curriculum for SRE and achieving our school's aims for SRE. We will also encourage the sharing of good practice and training in order to develop skills in appropriate, participative teaching methods. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors, attend training and network with other schools.

### **j) Role of Governors**

Governors have a special role in the development and implementation of this SRE policy. It is the responsibility of the governors to decide whether SRE will be provided in addition to requirements of the national curriculum. This policy describes the governors' views on how SRE will be delivered in addition to requirements of the National Curriculum.

It is also the responsibility of the governors to ensure, through consultation, that the SRE policy reflects the wishes of the parents and the views of the community they serve. It is the responsibility of governors to ensure that the policy is made available to parents.

In order to facilitate this process the SRE policy will appear annually on the agenda of governors' meetings. The governing body will nominate a link governor for PSHE (including SRE).

### **k) Young People's Participation**

We consider it essential to ensure that our SRE programme meets the needs of the young people it is intended for. In order to achieve this we will involve young people in the evaluation and development of their SRE in ways appropriate to their age.

- a. We will refer to the results of the Health Related Behaviour Survey for our school/district.
- b. We will engage the young people in assessment activities to establish their development needs, for example 'Draw and Write' activities
- c. We will encourage young people to ask questions as they arise by providing anonymous question boxes.
- d. We will ask young people to reflect on their learning and set goals for future learning.
- e. We will consult young people, through Schools Council, about their perception of the strengths of our SRE programme and the areas to be further developed.

### **l) Working with Parents/Carers and our School Community**

We are committed to sharing our role as SRE educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that young people say they would prefer to receive information about SRE from the parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- a. Informing parents and carers by letter of forthcoming SRE topics
- b. Inviting parents to review resources and activities used in SRE
- c. Making the SRE policy available to parents on request
- d. Gathering parents' views on the SRE policy and taking them into account when it is being reviewed
- e. Informing parents and carers about the SRE programme as their child joins the school through the school prospectus
- f. Providing supportive information about parents' role in SRE
- g. Inviting parents to discuss their views and concerns about SRE on an informal basis



Parents and carers have the right to withdraw their children from all or part of those elements of SRE which are not included in the statutory national curriculum -currently, this includes the elements of SRE to be found in the National Curriculum Programmes of Study for Science. The school will make alternative arrangements for children whose parents or carers withdraw them. Any parent or carer who wishes to withdraw their child from SRE should in the first instance contact the Head Teacher to discuss the matter. We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from [www.dfes.gov.uk/sreandparents](http://www.dfes.gov.uk/sreandparents).) Parents or carers will be asked to reconfirm their decision each year.

#### **n) Monitoring and Evaluating SRE**

Monitoring and evaluation of the effectiveness of this policy is the responsibility of the governing body. Information will be gathered through a questionnaire seeking views from all stakeholders to inform judgements about effectiveness.

The effectiveness of the SRE curriculum (as stated in this policy) will be monitored and evaluated by the PSHE Co-ordinator. The coordinator will gather information from young people, staff and parents about the SRE curriculum, using a variety of tools, including pupil self-evaluations, assessment activities, parent questionnaires and staff views.

#### **o) Glossary**

**Abortion:** the expulsion of a foetus from the womb. This may be spontaneous, but is most commonly used to describe a process where expulsion is induced.

**Community:** All people, who live, work or in some other way impact on the lives of young people in the area in which they live.

**Co-ordinator:** The lead member of staff in school for a particular area of work.

**DfES:** Department for Education and Skills (previously known as DfEE Department for Education and Employment)

**HIV:** Human Immunodeficiency Virus, the virus which causes AIDS

**PSHE:** Personal, Social and Health Education

**School:** Any educational establishment, including Pupil Referral Unit or College of Further Education

**SRE:** Sex and Relationships Education

**STI:** Sexually Transmitted Infection

**Visitor:** Someone who is not a member of school staff, who contributes to the planned provision of SRE or offers another service, such as giving advice or support. A visitor may be a member of another organisation (health professional, youth worker) or an individual (parent with a new baby).

**Young People:** Children and adolescents 3-19 years



Section 4 – Sensitive Issues

**a) Puberty**

We will teach about puberty in Years 5/6, in accordance with the Entitlement Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discrete provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

**b) Contraception**

We will not include lessons on contraception in our SRE curriculum. However, we recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or misconceived) about contraception in discussion with adults or their peers. We have established guidelines for responding to these questions in 'Answering Children's Questions relating to SRE'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the confidentiality policy, to involve the child's parents and, if necessary, other professionals.

**c) Abortion**

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

**d) STI's and HIV/Aids**

We will not teach directly about STI's or HIV/AIDS, however elements of our SRE and Science Curricula will prepare the ground for this explicit teaching later. We will discuss the different ways diseases might be spread and steps a child might take to reduce their spread. Some children will be aware of STI's or HIV/AIDS and may ask questions about it in relation to SRE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

**e) Sexual Identity and Sexual Orientation**

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, young people must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.



**Appendix A - the Entitlement Curriculum for Sex and Relationships Education  
Foundation Stage and Key Stage 1 (Year1/2)**

<ul style="list-style-type: none"> <li>find out about and identify some features of living things, objects and events they observe</li> </ul>			
Age 3-5	<ul style="list-style-type: none"> <li>the ways adults care for children</li> <li>basic hygiene routines, including toileting and washing</li> <li>have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others</li> <li>some ways of being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>dress and undress independently and manage their own personal hygiene</li> <li>describe their own <b>including body parts</b></li> <li>recognise the importance of keeping healthy and those things which contribute to this</li> <li>respond to a range of experiences, showing a range of feelings when appropriate</li> <li>be able to identify when and how to say 'no' and 'stop'</li> </ul>	<ul style="list-style-type: none"> <li>value their body, physical achievements and capabilities</li> </ul>
Age 5-7	<p>Science Curriculum</p> <ul style="list-style-type: none"> <li>that animals, including humans, grow and reproduce</li> <li>that humans and animals can produce offspring and these grow into adults</li> </ul>	<ul style="list-style-type: none"> <li>recognize and compare the main external parts of the bodies of humans</li> <li>recognize similarities and differences between themselves and others and treat others with sensitivity</li> </ul>	
	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> <li>how some diseases are spread and how to control them</li> <li>about the process of growing from young to old and how people's needs change</li> <li>the names of the main external parts of the body including agreed names for sexual parts</li> <li><u>understand they have rights over their own body</u></li> <li>ways in which they are like and different from others</li> <li>that they have some control over their actions and bodies</li> </ul>	<ul style="list-style-type: none"> <li>recognize their responsibilities and how these have changed</li> <li>follow basic rules for keeping themselves safe and healthy</li> <li>identify and be able to talk with someone they trust</li> <li>be aware that their feelings and actions have an impact on others</li> <li>similarities between themselves and their</li> </ul>	<ul style="list-style-type: none"> <li>value their own body and recognise its capabilities and uniqueness.</li> <li>how families are special for caring and sharing.</li> <li>why families are special and how they care for each other</li> </ul>

## Key Stage 2 (Year 3/4/5/6)

Age 7-9	Science Curriculum	<ul style="list-style-type: none"> <li>that the life processes common to humans and other animals include growth and reproduction</li> <li>about the main stages of the human life cycle</li> </ul>		
	Knowledge (PSHE)			
	<ul style="list-style-type: none"> <li>name the main external parts of the human body, including scientific names for sexual parts</li> <li>understand the physical differences between males and females</li> <li>understand how their responsibilities will in the future</li> <li>consider ways they affect and are affected by their special people</li> </ul>	<ul style="list-style-type: none"> <li>carry out regular personal hygiene routines</li> </ul>	<ul style="list-style-type: none"> <li>who has responsibility for their personal hygiene and who will have responsibility in the future</li> <li>the responsibilities parents have for babies' perceptions of being 'grown up'</li> </ul>	
		<ul style="list-style-type: none"> <li>be able to listen to and support their friends and manage friendship problems</li> <li>be able to recognize unwanted physical contact and ways of stopping it and getting help</li> </ul>	<ul style="list-style-type: none"> <li>be aware of other people's lifestyles and beliefs</li> <li>personal responsibility for personal safety and behaviour</li> </ul>	
Age 10-11	Science Curriculum	<ul style="list-style-type: none"> <li>that the life processes common to humans and other animals include growth and reproduction</li> <li>about the main stages of the human life cycle</li> </ul>		
	Knowledge (PSHE)		Skills (PSHE)	
	<ul style="list-style-type: none"> <li>that bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread</li> <li>about the physical changes that take place at puberty, why they happen and how to manage them</li> <li>understand that physical changes take place at different rates for different people</li> <li>Know the facts of the human sexual intercourse</li> <li>the many relationships in which they are involved</li> <li>where individual families and groups can find help</li> <li>about keeping themselves safe when involved with risky activities</li> <li>understand how self-confidence and assertiveness can help them keep themselves safe</li> <li>what makes a healthy lifestyle, what affects mental health and how to make informed choices</li> </ul>	<ul style="list-style-type: none"> <li>recognize their changing emotions with friends and family and be able to express their feelings positively</li> <li>recognize and challenge stereotypes, for example in relation to gender</li> <li>recognize the pressure of unwanted physical contact, and know ways of resisting it.</li> <li>respect other people's viewpoints and beliefs</li> <li>identify adults they can trust and who they can ask for help</li> <li>be self-confident in a wide range of new situations, such as seeking new friends</li> <li>see things from other people's viewpoints, for example their parents and their carers</li> <li>listen to, support their friends and manage friendship problems</li> </ul>	<ul style="list-style-type: none"> <li>the diversity of lifestyles</li> <li>others' points of view, including their parents' or carers</li> <li>the need for trust and love in established relationships.</li> <li>about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living</li> <li>why being different can provoke bullying and why this is unacceptable</li> <li>when it is appropriate to take a risk and when to say no and seek help</li> <li>the diversity of values and customs in the school and in the community</li> <li>value themselves and identify positive things about themselves</li> </ul>	

### Key Stage 3 (Year 7/8/9)

<p>Science Curriculum</p>	<p>that fertilization in humans is the fusion of a male and a female cell the physical and emotional changes that take place during adolescence about the human reproductive system, including the menstrual cycle and fertilization</p>	<p>how the foetus develops in the uterus how the growth and reproduction of bacteria and the replication of viruses can affect health</p>
<p>in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity how the media influence understanding and attitudes towards sexual health the law relating to sexual behaviour and young people about when and where to get help, such as at a genito-urinary medicine clinic. explore the reasons for having sex and for delaying sex. understand that sex involves emotions and should involve a sense of respect for one's own and other's feelings, decisions rights and bodies</p>	<p>to recognize the physical and emotional changes that take place at puberty and how to manage these changes positively recognize risk of personal safety in sexual behaviour and be able to make safe decisions develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships recognize the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage</p>	<p>the benefits of sexual behaviour within a committed relationship the importance of respecting difference in relation to gender and sexuality issues such as the costs of early sexual activity explore body image and self esteem and understand its impact on sexual health and choices</p>
<p>the sources of advice and support meaning of confidentiality in school health settings how good relationships can promote mental well-being</p>	<p>develop skills of assertiveness in order to resist peer pressure and stereotyping develop empathy with the core values of family life in all its variety of forms recognize the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to express their feelings positively</p>	<p>how they see themselves affects their self-confidence and behaviour the unacceptability of prejudice and homophobic bullying</p>

**Key Stage 4 (Year 10/11)**

<p>Science Curriculum</p>	<p>the way in which hormonal control occurs, including the effects of the sex hormones some medical uses of hormones including the control and promotion of fertility</p>	<p>the defence mechanisms of the body how sex is determined in humans</p>
<p>how HIV and other sexually transmitted infections affect the body the link between eating disorders and self-image and sexual identity the risks of early sexual activity and the link with the use of alcohol in the context of importance of relationships, how the different forms of contraception work and where to get advice in order to inform choices the law in relation to sexual activity for young people and adults the qualities of good parenting and its value to family life</p>	<p>recognize the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice manage emotions associated with changing relationships with parents and friends recognize exploitation and abuse relationships and avoid being exploited or exploiting others demonstrate understanding of how to protect themselves from unintended/unwanted conceptions and sexually transmitted infections including HIV deal with changing relationships in a positive way, showing goodwill to others and showing strategies to resolve disagreements peacefully</p>	<p>their developing sense of sexual identity and feel confident and comfortable with it how personal, family and social values influence behaviour the arguments around moral issues such as abortion; contraception and the age of consent the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.</p>
<p>the role of statutory and voluntary organizations and how to access them how their own identity is influenced by both their personal values and those of their family and</p>	<p>develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships</p>	

**Appendix 8 – Teaching outline of SRE for each year group.**

**Year 1 -Growing and Caring for Ourselves**

<b>Lesson Title</b>	<b>Lesson</b>
<b>Keeping Clean</b>	<p><b>Learning Intention</b> To understand some basic hygiene principles</p> <p><b>Learning Outcomes</b> Know how to keep clean and look after oneself</p>
<b>Growing and changing</b>	<p><b>Learning Intention</b> To introduce the concept of growing and changing</p> <p><b>Learning Outcomes</b> Know how people grow and change Understand that babies become children and then adults Know the differences between boy and girl babies</p>
<b>Families and care</b>	<p><b>Learning Intention</b> To explore different types of families and who to ask for help</p> <p><b>Learning Outcomes</b> Know there are different types of families Know which people we can ask for help</p>
<b>Vocabulary:</b>	Clean, simiclean, different, family, boy, girl, male, female, body parts, penis, vagina

**Year 2- Differences**

<b>Lesson Title</b>	<b>Lesson</b>
<b>Differences: Boys and girls</b>	<p><b>Learning Intention</b> To introduce the concept of male and female and gender stereotypes To identify differences between males and females</p> <p><b>Learning Outcomes</b> Talk about the ways boys and girls can be the same and different Understand that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies</p>
<b>Differences: Male and Female</b>  DVD Living and Growing, Unit 1, Programme 1, Differences	<p><b>Learning Intention</b> To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p><b>Learning Outcomes</b> Describe some differences between male and female animals Describe some differences between boys and girls Understand that making a new life needs a male and a female</p>
<b>Naming the body parts</b>	<p><b>Learning Intention</b> To focus on sexual difference and name body parts</p> <p><b>Learning Outcomes</b> Describe the physical differences between males and females Name the male and female body parts</p>
<b>Vocabulary:</b>	Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, body parts, penis, vagina

### Year 3 & 4- Valuing Difference and Keeping Safe

Lesson Title	Lesson
<b>Differences: Male and Female</b>  DVD Living and Growing, Unit 1, Programme 1, Differences	<b>Learning Intention</b> To explore the differences between males and females and to name the body parts <b>Learning Outcomes</b> Know some differences and similarities between males and females Name male and female body parts using agreed words
<b>Personal Space</b>	<b>Learning Intention</b> To consider touch and to know that a person has the right to say what they like and dislike <b>Learning Outcomes</b> Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch
<b>Family differences</b>	<b>Learning Intention</b> To explore different types of families and who to go to for help and support <b>Learning Outcomes</b> Understand that all families are different and have different family members Identify who to go to for help and support
<b>Vocabulary:</b>	Stereotypical Stereotypes, gender roles, similar, different, male, female, body parts, penis, vagina, fostering, adoption, relationship

### Year 3 & 4 Growing Up

Lesson Title	Lesson
<b>Growing and Changing</b>	<b>Learning Intention</b> To explore the human lifecycle <b>Learning Outcomes</b> Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up
<b>Body changes and reproduction</b>  DVD Living and Growing, Unit 1, Programme 2, How did I get here?	<b>Learning Intention</b> To identify some basic facts about puberty, reproduction and pregnancy <b>Learning Outcomes</b> Know that during puberty the body changes from a child into a young adult Understand why the body changes during puberty Identify some basic facts about pregnancy
<b>What is puberty? (Year 4 only)</b>	<b>Learning Intention</b> To learn about the physical changes associated with puberty <b>Learning Outcomes</b> Know about the physical and emotional changes that happen in puberty Know that each person experiences puberty differently

## Year 5– Puberty and Reproduction

Lesson Title	Lesson
<p><b>Talking about Puberty</b></p> <p>DVD Living and Growing, Unit 2, Programme 4, Changes</p>	<p><b>Learning Intention</b> To explore the emotional and physical changes occurring in puberty</p> <p><b>Learning Outcomes</b> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>
<p><b>Male and Female Changes</b></p> <p>DVD Living and Growing, Unit 3, Programme 8, Boy Talk Chapter 2</p> <p>Programme 7 Girl Talk Chapter 3.</p>	<p><b>Learning Intention</b> To understand male and female puberty changes in more detail</p> <p><b>Learning Outcomes</b> Understand how puberty affects the body and the emotions Describe how to manage physical and emotional changes</p>
<p><b>Puberty and Hygiene</b></p>	<p><b>Learning Intention</b> To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty</p> <p><b>Learning Outcomes</b> Explain how to stay clean during puberty Describe how emotions change during puberty Know how to get help and support during puberty</p>
<p><b>Puberty and Reproduction</b></p>	<p><b>Learning Intention</b> To consider puberty and reproduction</p> <p><b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>
<p><b>Vocabulary:</b></p>	<p>puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, breasts, sweat, spots, pubic hair, facial hair, underarm hair, sexual feelings, womb, sperm, egg, pregnancy,</p>

## Year 6- Puberty and Reproduction

Lesson Title	Lesson
<b>Talking about Puberty</b>  DVD Living and Growing, Unit 2, Programme 4, Changes	<b>Learning Intention</b> To explore the emotional and physical changes occurring in puberty <b>Learning Outcomes</b> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence
<b>Male and Female Changes</b>  DVD Living and Growing, Unit 3, Programme 8, Boy Talk Chapter 2  Programme 7 Girl Talk Chapter 3.	<b>Learning Intention</b> To understand male and female puberty changes in more detail <b>Learning Outcomes</b> Understand how puberty affects the body and the emotions Describe how to manage physical and emotional changes
<b>Puberty and Hygiene</b>	<b>Learning Intention</b> To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty <b>Learning Outcomes</b> Explain how to stay clean during puberty Describe how emotions change during puberty Know how to get help and support during ubef!Y
<b>Vocabulary:</b>	puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, breasts, sweat, spots, pubic hair, facial hair, underarm air, sexual feelings

Lesson Title	Lesson
<b>Puberty and Reproduction</b>	<b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and re_Qroduction with confidence
<b>Relationships and Reproduction</b>  DVD Living and Growing, Unit 2, Programme 5 How Babies	<b>Learning Intention</b> To consider reproduction in the context of relationships <b>Learning Outcomes</b> Discuss different types of adult relationships with confidence Explain how babies are made

are Made	
<b>Conception and Pregnancy</b>	<p><b>Learning Intention</b> To explore the process of conception and pregnancy</p> <p><b>Learning Outcomes</b> Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception</p>
<b>Vocabulary:</b>	womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy