



# Draft

## **SRE (Sex and Relationships Education) Policy**

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### **Definition**

Sex and Relationships Education is lifelong learning to support children through their physical, moral and emotional development. Children will learn to respect and care for themselves and others, physically develop with confidence from childhood through to adolescence and ultimately adulthood. It is about teaching and understanding the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. It is not the promotion of sexual orientation or activity, but focuses on the factual elements of sexual relationships.

The definition of sex education as stated in the DfEE guidance document 'Sex Education and Relationship Education Guidance' (ref DfEE 0116/2000) which states sex education is:

'...learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.

The Sex and Relationship Education (SRE) for the 21<sup>st</sup> Century (Brook 2014) states:

'Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).'

### **Aims**

It is our aim at Bridgewater for children to develop a knowledgeable awareness through a planned SRE curriculum. It will enable young people to take responsibility for themselves, provide developmental and age appropriate information and language. Children will explore attitudes, values and self-identity. The teaching and learning will empower them to make positive, informed choices about their health related behaviours. At primary level SRE contributes to the foundation of PSHE Education by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Respect themselves and are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for the emotional and physical changes that occur throughout puberty
- Understand they should have a high regard for personal, social and moral relationships
- Understand that their body belongs to them and that they can say who has access to it.

This last aim is key to the school's approach to safeguarding. Learning to respect their own and other people's boundaries helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise.

We aim to enhance the delivery of SRE within the curriculum by providing training where appropriate for individuals or teams. We will ensure that where outside agencies are involved in the delivery of SRE that it is managed with agreed guidelines.

## **Learning Experiences**

**Bridgewater Primary School Teacher Guidance for SRE**

<b>Year Group</b>	<b>PSHE: Northamptonshire County Council Non-Statutory Scheme of Work</b>	<b>Previous Key Stage Science Statutory Programme of Study to now be taught in discrete SRE/PSHE sessions</b>	<b>Protective Behaviours Sessions  (Use NSPCC PANTS Scheme alongside this content)</b>	<b>Questions to help pupils to explore SRE within PSHE and SRE sessions</b>
<b>Early Years</b>	<ul style="list-style-type: none"> <li>• That we all grow and change and that our birthdays are</li> <li>• celebrating the day we were born</li> <li>• How children/babies change as they grow</li> <li>• To understand the needs of babies and young people</li> <li>• To be able to make a friend, talk with them and share feelings</li> </ul>			
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• That animals, including humans, grow and reproduce, why families are special for caring and sharing</li> <li>• To accept that there are similarities and differences between people</li> <li>• Adult and baby animals, how they change as they grow.</li> </ul>	<p>(Key Stage 1)</p> <p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> <li>• That animals, including</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise safe and unsafe situations and the basic rules for keeping themselves safe and healthy</li> </ul>	<p>(Key Stage 1)</p> <p><b>SRE Sessions:</b></p> <ul style="list-style-type: none"> <li>• What are the differences between girls' and boys'</li> </ul>

	<ul style="list-style-type: none"> <li>• That humans and animals can produce offspring and these grow into adults</li> <li>• That animals including humans grow and reproduce.</li> <li>• The needs of babies</li> <li>• To know that there are similarities between themselves and others</li> <li>• How to help others and be a good friend</li> </ul>	<p>humans, move, feed, grow, use their senses and reproduce</p> <p>Humans and other animals</p> <ul style="list-style-type: none"> <li>• To recognize and compare the main external parts of the bodies of humans and other animals</li> <li>• That humans and other animals can produce offspring and that these offspring grow into adults</li> </ul>		<p>bodies?</p> <ul style="list-style-type: none"> <li>• What are the correct words for the external parts of our bodies?</li> <li>• Where do babies come from?</li> <li>• How much have I changed since I was a baby?</li> <li>• How do I feel about these changes?</li> <li>• How can I be a good friend?</li> <li>• How do I like to be treated by people I know including friends and family?</li> <li>• How am I different and similar to other people?</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• To know that animals produce young</li> <li>• To know that animals, including humans, grow and reproduce</li> <li>• To know that there are similarities and differences between people</li> <li>• To recognise similarities and differences between themselves and others, and to treat others with sensitivity</li> <li>• To recognise and compare the main external parts of the bodies of humans</li> </ul>	<p>(Key Stage 1)</p> <p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> <li>• That animals, including humans, move, feed, grow, use their senses and reproduce</li> </ul> <p>Humans and other animals</p>	<ul style="list-style-type: none"> <li>• To know the importance of privacy and keeping themselves safe in different situations</li> <li>• To use simple rules for dealing with strangers and for resisting pressure when they feel unsafe and uncomfortable</li> <li>• To recognise safe and unsafe situations</li> </ul>	<p><b>Protective Behaviour Sessions:</b></p> <ul style="list-style-type: none"> <li>• What do I understand about keeping secrets?</li> </ul>

	<ul style="list-style-type: none"><li>• The ways in which they are alike and different from others</li></ul>	<ul style="list-style-type: none"><li>• To recognize and compare the main external parts of the bodies of humans and other animals</li><li>• That humans and other animals can produce offspring and that these offspring grow into adults</li></ul>		<ul style="list-style-type: none"><li>• Who can I tell if I have a secret or worry?</li><li>• What is the difference between good touch and bad touch?</li></ul>
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<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• To know the difference between male and female and to know about the main stages in the human life cycle</li> <li>• To know that it takes a mum and dad to make a baby</li> <li>• To know the body parts involved in making a baby. (Developing from year 2 - sperm and egg)</li> <li>• The development of the baby and birth</li> <li>• To know about the main stages of the human life cycle and to understand the process of pregnancy and birth</li> <li>• Inherited/acquired features and mannerisms</li> <li>• To understand life processes common to humans and other animals</li> <li>• To know that they are who they are because of their parents/carers</li> </ul>	<p>(Key Stage 2)</p> <p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> <li>• That the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> </ul> <p>Humans and other animals</p> <ul style="list-style-type: none"> <li>• About the main stages of the human lifecycle</li> </ul>	<ul style="list-style-type: none"> <li>• To know the importance of privacy and keeping themselves safe in different situations</li> <li>• To use simple rules for dealing with strangers and for resisting pressure when they feel unsafe and uncomfortable</li> <li>• To recognise safe and unsafe situations</li> </ul>	<p>(Key Stage 2)</p> <p><b>SRE Sessions:</b></p> <ul style="list-style-type: none"> <li>• How do I feel about physical and emotional changes at puberty?</li> <li>• What skills do I need to cope with my feelings such as mood swings?</li> <li>• How do boys and girls' bodies change during puberty?</li> <li>• What is the normal variation in our bodies – before and after puberty?</li> <li>• How does puberty vary for each individual, including differences in age puberty starts and how puberty can be affected by disability or a medical condition?</li> <li>• How is puberty part of my sexual</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• How we find it difficult to cope with some changes and try to 'cling' on to the 'known'</li> <li>• Understanding the physical changes that take place at puberty and why they happen and how we manage them</li> </ul>	<p>(Key Stage 2)</p> <p>Pupils should be taught:</p> <p>Life processes</p>	<ul style="list-style-type: none"> <li>• To know the importance of privacy and keeping themselves safe in different situations</li> <li>• To use simple rules for dealing with strangers</li> </ul>	<ul style="list-style-type: none"> <li>• How is puberty part of my sexual</li> </ul>

	<ul style="list-style-type: none"> <li>• Bodily changes are inevitable and happen at different times for different people</li> <li>• Using the correct terminology</li> <li>• We are all different and we should celebrate our differences with respect</li> </ul>	<ul style="list-style-type: none"> <li>• That the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> </ul> <p>Humans and other animals</p> <ul style="list-style-type: none"> <li>• About the main stages of the human lifecycle</li> </ul>	<p>and for resisting pressure when they feel unsafe and uncomfortable</p> <ul style="list-style-type: none"> <li>• To recognise safe and unsafe situations</li> </ul>	<p>development (including production of eggs/sperm)?</p> <ul style="list-style-type: none"> <li>• How does the sperm and egg meet during sexual intercourse and can conception be prevented?</li> <li>• What do I understand about the different ways in which people are able to show love between parents/carers and children and between friends?</li> <li>• What are some of the ways that people behave in a loving and happy relationship?</li> <li>• What is sexist bullying and homophobic bullying and what skills do I need to do something about it?</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• How people change over time</li> <li>• How people are different in other cultures/traditions</li> <li>• To know that there are physical and emotional differences between different age groups and cultures</li> <li>• Explore family set up, sexual relationships</li> <li>• To know about and accept a wide range of different family arrangements</li> <li>• Life processes common to humans</li> <li>• To know about and understand the main stages of a life cycle</li> <li>• To know the physical/biological process involved in conception</li> </ul>	<p>(Key Stage 2)</p> <p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> <li>• That the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> </ul> <p>Humans and other animals</p> <ul style="list-style-type: none"> <li>• About the main stages of the human lifecycle</li> </ul>	<ul style="list-style-type: none"> <li>• To know the importance of privacy and keeping themselves safe in different situations</li> <li>• To use simple rules for dealing with strangers and for resisting pressure when they feel unsafe and uncomfortable</li> <li>• To recognise safe and unsafe situations</li> </ul>	

	<ul style="list-style-type: none"> <li>To know the processes involved in human life cycles, in particular – conception</li> <li>We all change as we grow, and not just physically</li> <li>To know the life processes common to humans, including growth and reproduction</li> <li>To know and understand the diversity of lifestyles</li> </ul>			<p><b>Protective Behaviour Sessions:</b></p> <ul style="list-style-type: none"> <li>What do I understand about keeping secrets?</li> <li>Who can I tell if I have a secret or worry?</li> <li>What is the difference between good touch and bad touch?</li> <li>Who can I talk to if I am unhappy or worried?</li> <li>What kinds of abuse could happen in relationships, including hurting feelings and violence?</li> <li>Are there different expectations about how girls and boys behave in relationships and what other choices do they have?</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>To witness the process of natural childbirth</li> <li>To know the life processes common to humans and other animals including growth and reproduction</li> <li>The changes that happen to girls during puberty</li> <li>To know and understand about the main stages of the female life cycle</li> <li>The changes that happen to boys during puberty</li> <li>To know and understand about the main stages of puberty</li> <li>How the media impacts on forming attitudes</li> <li>Recognising and challenging stereotypes</li> </ul>	<p>(Key Stage 2)</p> <p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> <li>That the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> </ul> <p>Humans and other animals</p> <ul style="list-style-type: none"> <li>About the main stages of the human lifecycle</li> </ul>	<ul style="list-style-type: none"> <li>To know the importance of privacy and keeping themselves safe in different situations</li> <li>To use simple rules for dealing with strangers and for resisting pressure when they feel unsafe and uncomfortable</li> <li>To recognise safe and unsafe situations</li> </ul>	



	<ul style="list-style-type: none"><li>• To develop an understanding about misconception in the media</li><li>• To respect other people's viewpoints and beliefs</li><li>• To recognise their own worth and identify positive things about themselves</li></ul>			
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