



Sex & Relationship Education (SRE)

Information for parents

Embedding PSHE into the curriculum for the benefit of our children

Personal, Social and Health Education (PSHE) is a planned developmental programme of learning designed to help learners develop the knowledge, understanding and skills that they need to manage their lives now and in the future.



The scheme of work we use was produced by Northamptonshire County Council after extensive consultation and trialling of lessons. It is widely used and endorsed across the county. The themes are taught cohesively across the key stages and allow



It deals with real life issues which affect children and young people, their families, their communities and engages with the social and economic realities of their lives, experiences and attitudes.

PSHE is currently a non - statutory subject with statutory parts. The statutory parts of PSHE can be found in the Science national Curriculum orders and the careers guidance documentation. Most schools choose to teach all aspects of PSHE because they find their pupils benefit from learning how to lead healthy lifestyles, manage their feelings, build positive relationships, and become financially capable.

At this school we are working to embed PSHE into the curriculum for the ultimate benefit of our children.



for progression in the children's knowledge and understanding as they develop and grow.

Sex and Relationships Education (SRE) is an integral part of the PSHE curriculum, but is only one of the themes covered.

What is Sex and Relationships Education (SRE)?

- It is life-long learning about physical, moral and emotional development.
- It is about the understanding of the importance of family life, stable and loving relationships, respect, care and love.
- It is also about the teaching of sex, sexuality and sexual health.
- It is not about the promotion of sexual orientation or activity.

SRE areas covered by year group

Early Years

- That we all grow and change and that our birthdays are celebrating the day we were born
- How children/babies change as they grow
- To understand the needs of babies and young people
- To be able to make a friend, talk with them and share feelings

Year 1

- That animals, including humans, grow and reproduce, why families are special for caring and sharing
- To accept that there are similarities and differences between people
- Adult and baby animals, how they change as they grow. That humans and animals can produce offspring and these grow into adults
- That animals including humans grow and reproduce. The needs of babies
- To know that there are similarities between themselves and others
- How to help others and be a good friend
- To recognise safe and unsafe situations and the basic rules for keeping themselves safe and healthy

Year 2

- To know that animals produce young
- To know that animals, including humans, grow and reproduce
- To know that there are similarities and differences between people



- To recognise similarities and differences between themselves and others, and to treat others with sensitivity
- To recognise and compare the main external parts of the bodies of humans
- The ways in which they are alike and different from others
- To know the importance of privacy and keeping themselves safe in different situations
- To use simple rules for dealing with strangers and for resisting pressure when they feel unsafe and uncomfortable
- To recognise safe and unsafe situations

Year 3

- To know the difference between male and female and to know about the main stages in the human life cycle
- To know that it takes a mum and dad to make a baby
- To know the body parts involved in making a baby. (Developing from year 2 - sperm and egg)
- The development of the baby and birth
- To know about the main stages of the human life cycle and to understand the process of pregnancy and birth
- Inherited/acquired features and mannerisms



- To understand life processes common to humans and other animals
- To know that they are who they are because of their parents/carers

SRE areas covered by year group (continued)

Year 4

- How we find it difficult to cope with some changes and try to 'cling' on to the 'known'
- Understanding the physical changes that take place at puberty and why they happen and how we manage them
- Bodily changes are inevitable and happen at different times for different people
- Using the correct terminology
- We are all different and we should celebrate our differences with respect



Lessons are taught using a range of media including written and practical tasks and a DVD programme.

Year 5

- How people change over time
- How people are different in other cultures/traditions
- To know that there are physical and emotional differences between different age groups and cultures
- Explore family set up, sexual relationships
- To know about and accept a wide range of different family arrangements
- Life processes common to humans
- To know about and understand the main stages of a life cycle
- To know the physical/biological process involved in conception
- To know the processes involved in human life cycles, in particular – conception
- We all change as we grow, and not just physically
- To know the life processes common to humans, including growth and reproduction
- To know and understand the diversity of lifestyles

Year 6

- To witness the process of natural childbirth
- To know the life processes common to humans and other animals including growth and reproduction
- The changes that happen to girls during puberty
- To know and understand about the main stages of the female life cycle
- The changes that happen to boys during puberty
- To know and understand about the main stages of puberty
- How the media impacts on forming attitudes
- Recognising and challenging stereotypes
- To develop an understanding about misconception in the media
- To respect other people's viewpoints and beliefs
- To recognise their own worth and identify positive things about themselves

If you have any questions regarding the information provided in this document then please contact a member of teaching staff.