



Bridgewater Primary School SRE Policy

Introduction

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 DfE guidance document 'Sex Education and Relationship Education Guidance' (ref DfE 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 21st 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 and Objectives

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.

Through PSHE lessons, pupils will engage in open discussion and tolerance towards other faiths as well as lifestyle choices.

Learning Experiences

In England and Wales there is a statutory requirement to teach specific aspects of Sex and Relationships Education. This is contained within the Science National Curriculum.

Early Years

EYFS Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others

Key Stage 1

Pupils will learn...

- That animals including humans move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

Pupils will learn...

- That the life processes common to humans and other animals include nutrition, growth and reproduction About the main stages of the human life cycle

Bridgewater Primary School – Teacher Guidance for SRE

Year Group	PSHE: Northamptonshire County Council Non-Statutory Scheme of Work	Protective Behaviours Sessions (Use NSPCC PANTS Scheme alongside this content)	Questions to help pupils to explore SRE within PSHE and SRE sessions
Early Years	<ul style="list-style-type: none"> - 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 	To understand the PANTS acronym and the basic rules for keeping themselves safe.	
Year 1	<ul style="list-style-type: none"> - That animals, including humans, grow and reproduce, why families are special for caring and sharing <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.	Key Stage 1 SRE Sessions: <ul style="list-style-type: none"> • What are the differences between girls’ and boys’ bodies? • What are the correct words for the external parts of our bodies? • Where do babies come from? • How much have I changed since I was a baby? • How do I feel about these changes? • How can I be a good friend? • How do I like to be treated by people I know including friends and family?
Year 2	<ul style="list-style-type: none"> - To know that animals produce young <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> - To know the importance of privacy and keeping themselves safe in different situations <ul style="list-style-type: none"> • To use simple rules for dealing with strangers and for resisting pressure when they feel unsafe and uncomfortable • To recognise safe and unsafe situations 	<ul style="list-style-type: none"> • How am I different and similar to other people? Protective Behaviour Sessions: <ul style="list-style-type: none"> • What do I understand about keeping secrets? - Who can I tell if I have a secret or worry? • What is the difference between

	<p>to treat others with sensitivity</p> <ul style="list-style-type: none"> • To recognise and compare the main external parts of the bodies of humans - The ways in which they are alike and different from others 		<p>good touch and bad touch?</p>
Year 3	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<p>Key Stage 1</p> <p>SRE Sessions:</p> <ul style="list-style-type: none"> • How do I feel about physical and emotional changes at puberty? • What skills do I need to cope with my feelings such as mood swings? • How do boys' and girls' bodies change during puberty? • What is the normal variation in our bodies – before and after puberty? • 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? • How is puberty part of my sexual development (including production of eggs/sperm)? • How does the sperm and egg meet during sexual intercourse and can conception be prevented? • What do I understand about the different ways in which people are able to show love between parents/carers and children and between friends?
Year 4	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	

	<p>and happen at different times for different people</p> <ul style="list-style-type: none"> - Using the correct terminology - We are all different and we should celebrate our differences with respect 		<ul style="list-style-type: none"> • What are some of the ways that people behave in a loving and happy relationship? • What is sexist bullying and homophobic bullying and what skills do I need to do something about it?
Year 5	<p>How people change over time</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> - 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 	<p>Protective Behaviour Sessions (Friends for Life):</p> <ul style="list-style-type: none"> • What do I understand about keeping secrets? • Who can I tell if I have a secret or worry? • What is the difference between good touch and bad touch? • Who can I talk to if I am unhappy or worried? • What kinds of abuse could happen in relationships, including hurting feelings and violence? • Are there different expectations about how girls and boys behave in relationships and what other choices do they have?
Year 6	<p>To witness the process of natural childbirth</p> <ul style="list-style-type: none"> • To know the life processes common to humans and other animals including growth and reproduction • The changes that happen to 	<ul style="list-style-type: none"> - 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 	

	<p>girls during puberty</p> <ul style="list-style-type: none">• To know and understand the main stages of puberty• How the media impacts on forming attitudes• Recognising and challenging Stereotypes <p>- To develop an understanding about misconception in the media</p> <ul style="list-style-type: none">• To respect other people's viewpoints and beliefs• To recognise their own worth and identify positive things about themselves	unsafe situations	
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Inclusion and Equal Opportunities

SRE is accessible by all pupils, regardless of their academic ability, race or gender (see Equality and Diversity policy). Delivery of SRE will be appropriate to children's age and ability and relevant to their particular circumstance.

Parents will have an opportunity to attend an information evening relating to SRE where staff will give an overview of the SRE programme and teaching resources will be available to view.

As a school we ensure that our resources and language are inclusive of all families. Children will understand how a positive, healthy relationship looks and feels like and the different forms it may take within the context of family life and loving relationships.

Links with other policies

PSHE policy, Safeguarding policy and Inclusion policy.

Assessment and Reporting

Children's existing knowledge and understanding should be taken into account and address inaccurate or incomplete knowledge or knowledge based on myth.

Children's knowledge is assessed using a variety of methods including questionnaires, pupil surveys and discussion activities.

All activities offer a starting point for assessing children's needs and their levels of knowledge and understanding. They can also help teachers understand how best to approach a topic.

The following would be a useful way of assessing children's knowledge, understanding, skills, attitudes and beliefs around aspects of SRE:

By the end of Key Stage 1

Pupils will be able to do the following:

- To recognise and compare external body parts
- To recognise similarities and differences between themselves and others and treat others with sensitivity
- To identify and share feelings with others
- To recognise safe and unsafe situations
- To identify and are able to talk to someone they trust
- To be aware that their actions and feelings have an impact on others
- To make a friend, talk with them and share feelings
- To use simple rules for and dealing with strangers and resisting pressure when they feel unsafe and uncomfortable.

Pupils will know and understand:

- That animals including humans grow and reproduce
- That humans and animals can produce offspring and that these will grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to be and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have control over their actions and bodies
- The names for external parts of the body including agreed sexual parts
- Why families are special for caring and sharing

Children will be giving thought to the following:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

By the end of Key Stage 2

Pupils will be able to do the following:

- Express opinion, for example about relationships and bullying
- Listen to and support others
- Respect other people's viewpoint and beliefs
- Recognise their change in emotions with regard to friends and family and be able to express their feelings positively
- Identify adults that they can trust and ask for help
- To be self-confident in a wide range of new situations e.g. making new friends
- Form opinions so that they can articulate to a number of audiences
- Recognise their own self-worth and identify positive things about themselves
- Balance the stresses of life in order to promote their own mental well-being and that of others
- See things from other people's viewpoints e.g. parents
- Discuss moral questions
- Listen and support their friends and manage friendship problems
- Recognise and challenge stereotypes for example in relation to gender
- Recognise the pressure of unwanted physical contact and know ways of resisting it

Pupils will know and understand:

- That life processes common to humans and other animals include growth and reproduction
- About the main stages of the human life cycle
- About the physical changes that take place during puberty, why they happen and how to manage them
- The many relationships in which they are involved
- Where individual families and groups can access help
- How the media impacts on forming attitudes
- Keeping themselves safe when involved in risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying and the feelings of both the victims and the bully
- Why being different can provoke conflict and why this is unacceptable
- About and accept a wide range of family arrangements

Pupils will be giving thought to:

- Diversity of lifestyles
- Others points of view including their parents
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and the community
- The need for trust and love in a relationship

Monitoring and Evaluation

SRE will be monitored by formative assessment for learning, staff feedback and surveys of pupils' views.

Confidentiality

Teachers cannot offer or guarantee pupils unconditional confidentiality.

Disclosure or suspicion of possible abuse

If sexual abuse is suspected, teachers should follow the school's Safeguarding policy. Health professionals are bound by their professional codes of conduct in a one to one situation but in a classroom situation they should follow the school's Safeguarding policy.

Resources

SEAL

School nurse

County PSHE Scheme of Work

Living and Growing DVD

The NSPCC PANTS Guide

PSHE Association

Right to Withdraw

Parents have the right to withdraw their children from all or part of the SRE curriculum provided at school **EXCEPT** for those parts included as part of their statutory national curriculum. We will make alternative arrangements in these cases. Parents will be informed of this right and will be advised that the right of withdrawal does not apply to the compulsory elements of the National Curriculum. Once a pupil has been withdrawn, they cannot participate in SRE until the request of withdrawal has been removed.

Verified By:

Approval date:

Reviewed: January 2018

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