



St Paul's Church of England Primary School

Sex and Relationship Policy

Adopted by: Children, Families and Communities Committee

On: 24th May 2017

Review: Summer 2021

Principles within a Christian Education

As a church school, the Christian ethos provides the context within which all personal development takes place. This means that Christian values and attitudes with the emphasis on the importance of marriage, the family and stable relationships to build a child's self esteem, self awareness and a sense of moral responsibility will permeate the entire curriculum.

We recognise the importance of a secure environment to learn and develop emotionally. Whilst non-statutory we uphold the importance of well-planned and delivered sex and relationship education to give primary pupils the skills, understanding and experience needed to make safe, respectful and informed choices confidently. This can then be built upon in Key stage 3, where the subject is now compulsory.

National Context

According to the 2000 DfEE guidance, Sex and Relationship Education (SRE) is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of 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.'

We have based our school's SRE policy on this DfEE guidance document (ref DfEE 0116/2000) and on advice from the London Diocesan Board for Schools. Sex Education is not only part of the PHSE programme but links closely with the science curriculum covering aspects of physical and emotional development in an age appropriate manner. It covers matters of morality and individual responsibility and encourages the children to explore and question a range of moral issues.

The 1996 Education Act requires all schools to have a Sex and Relationships Education policy.

The 2000 DFEE guidance also states that 'all primary schools have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children.'

In the new National Curriculum in England (September 2013) the teaching of Sex and Relationship Education is statutory in all secondary schools (Key Stage 3+). Elements of the 2013 science curriculum for Year 5 cover changes as humans develop to old age. Non-statutory guidance suggests that pupils in Year 5 should, "...draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty."

Why is Sex and Relationship Education important?

1. Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives and should not be delivered in isolation. It should be firmly rooted within the framework for Science, PHSE and the wider curriculum.
2. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded across the curriculum, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
3. Pupils need to be given accurate information and helped to develop skills to enable them to understand differences and respect themselves and others and for the purpose also of preventing and removing prejudice.
4. Sex and relationships education should promote the spiritual, moral, cultural, mental and physical development of pupils and prepare pupils for the opportunities, responsibilities and experiences of adult life to make informed decisions.

School Context

At St Paul's sex education is taught within the context of the school's aims and values. Whilst we inform children about the nature of sexual behaviour it is firmly rooted within a moral code underpinned with Christian values as follows:

- Sex education should be taught in the context of a secure, loving family unit.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for themselves and others and each other's bodies.
- Children should learn about responsibility towards themselves and others and be aware of the consequences of sexual activity.
- It is important to build positive relationships with others involving trust and respect.
- Children should learn to develop the following skills: communication, assessing risks, managing relationships, making decisions, assertiveness and knowing where to seek support (from appropriate adults, other agencies and support groups).
- We are aware of many sources of sexual material which do not all promote the aims of this policy and children should learn to discriminate between reliable and inaccurate (unhelpful) sources of information.

The sex education programme:

- Uses carefully selected, educational materials. It follows a unit of work developed agreed in school.
- Provides information, which is easy to understand, relevant and appropriate to the age and maturity of the pupils.
- Includes the development of communication and social skills.
- Encourages the exploration and clarification of values and attitudes.
- Is taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development and the spiralling curriculum building on skills, knowledge and understanding.

- Teachers delivering the SRE curriculum are given training and advice through the CPD programme and specific subject leaders

General Principles

- a. The teaching of positive relationships is an essential aspect of a child's all round development. It is an integral aspect of school life and forms part of a broad and balanced curriculum.
- b. The school must show sensitivity to those parents who for religious reasons find the delivery of some explicit teaching of SRE in school unacceptable. However, it is compulsory that all children attend lessons of SRE delivered through the statutory Science curriculum.
- c. It is essential to regard parents as partners in the delivery of sex and relationships education in the school and recognise their valuable role. Many pupils learn more about marriage and relationships from their own homes than they do anywhere else. For most this will be predominantly positive. For some children their experience of relationships may be confusing and be open to aspects of neglect and abuse. At St Paul's we want to encourage all children to have positive self-esteem and aspire to relationships based on love, respect, commitment and faithfulness.
- d. As children grow older their experiences of relationships are influenced by external factors such as friends and family, the media (television, film, celebrities etc) and literature. It is important that school plays a part in this aspect of children's learning and understanding.
- e. It is important to include the scientific aspects of reproduction within the wider framework of moral, social, Christian and other religious values.
- f. Children need to be encouraged to be responsible for their relationships and sexual behaviour.
- g. It is essential that teachers feel confident delivering this area of the curriculum and can foster a safe secure environment with a spirit of sharing and openness. It may be necessary for some discussions to be managed in gender groups or smaller groups.
- h. Arrangements are put in place for children to raise queries, share information and ask questions anonymously. Where CP concerns are raised the school's Child Protection policy is followed.

Aims and objectives

The aim of the sex education and relationships policy is to clarify the content and manner in which it is delivered at St Paul's Primary School and in the processes involved:

- To establish what pupils know, understand, think and feel and identify their needs.
- To provide information about the emotional, moral, intellectual, physical and social aspects of human and sexual development within the context of positive relationships, health and wellbeing.
- To inform and promote equality and respect towards all.
- Supporting children through physical and emotional changes of development and growth.
- To develop understanding and respect for their own bodies, accepting variations in rates of growth, assisting in adjustment to changes and reassurance that this is part of the cycle of life.

- To explore family life, especially different family structures and parental roles and responsibilities.

Planning and Teaching Sex Relationship Education

(See appendix 2 for the detailed Education Framework)

Opportunities exist throughout the curriculum for promoting SRE. The greater part of the SRE provision lies within the Science and PSHE curriculum. At times some lessons, particularly in Year 5 and Year 6 may be dedicated specifically to the subject. On these occasions all parents of pupils concerned will be informed through a letter home (appendix 1). Under the Education Act 1993 pupils can be withdrawn by their parents from those parts of sex education that is outside the compulsory elements contained in the science curriculum. Parents do not have to give reasons for withdrawing their children, but will be made aware of the implications of this. Parents wanting to exercise this right are invited to see the Head teacher.

Discrete SRE lessons in Upper Key Stage 2

Discrete SRE lessons are usually taught in the second half of the Summer term. The school uses agreed resources in line with the requirements of this policy. They are shared with the teacher delivering the lessons in advance for them to familiarise themselves with the content of the materials. The school sends a letter to parents (appendix 1) informing them of the content of the SRE lessons, an outline of the materials to be used and inviting them to come into school to view materials in advance of the lessons. Parents are also given the opportunity to withdraw their child from the lessons, should they wish to do so, as set out above.

SRE should be delivered across the curriculum and through discreet PHSE lessons and should focus on providing pupils with the opportunity to develop their knowledge, understanding, skills and attitudes.

SRE needs to be delivered in a safe, secure and supportive learning environment. Teachers need to feel confident in delivering the materials and should seek advice from subject leaders in preparing the units of work.

SRE is about physical, moral, spiritual and emotional development.

It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care and the role of sexual activity within committed relationships.

It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. It has three main elements:

- Attitudes and values
- Personal and social skills, relationship skills and emotional literacy
- Knowledge and understanding

It is essential that clear ground rules are negotiated with pupils and young people regarding confidentiality, rights to privacy and respect and boundaries. Young people should be actively encouraged to participate in their own learning and to question and think critically.

SRE will be taught in a moral and values framework, which focuses on the following aspects:

- Self-respect and self control.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Taking account of other people's feelings.
- Mutual support and co-operation.
- Truthfulness and honesty.
- Accepting responsibility for the consequence of our own actions.
- The right of people to hold their own views.
- Not imposing our own views on other people.
- Not infringing the rights of other people.
- The right not to be abused (for definitions of abuse see the school's Child Protection Policy) by other people or taken advantage of.
- To inform children of the law regarding sexual activity.
- A responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion.
- The right to accurate information about sex-related issues.
- An entitlement to an appropriate and balanced SRE.

Delivery should include a wide range of teaching and learning approaches and the core principles of these include:

- Ensuring that every pupil succeeds through the provision of an inclusive education within a culture of high expectations.
- The purpose of each lesson is made clear.
- Time is given for pupils to reflect, consolidate and apply their learning.
- Pupils are encouraged to take responsibility for their own learning and record their own progress.
- Building on what learners already know - structure and pace of the lesson so that pupils know what has to be learnt and how.
- Identifying reliable sources from which to gain knowledge about sexual reproduction and relationships – recognising that pornography and other popular information sources may not be reliable and may not promote the values set out in this policy
- Making learning relevant – develop understanding through enquiry, e-learning and group problem solving.
- Making learning an enjoyable and challenging experience – stimulate learning by matching teaching techniques and strategies to a range of learning styles and reinforcing skills.
- Enriching the learning experience across the curriculum.

- Promoting assessment for learning – make pupils/young people partners in their own learning.

A wide range of active learning approaches should be used to ensure that all young people actively participate.

Delivery

Through planned aspects of PHSE and science

Through topic work

Through pastoral time

Addressed occasionally in assembly time

Through the use of story time and circle time

Teaching Methods

- Active learning methods encouraging participation by all pupils.
- Discussion groups and activities.
- Gender groups, small groups or individual discussion applied where appropriate and relevant.
- Videos with follow up discussion opportunities.
- Outside visitors may have a role to play in SRE if appropriate.

The school leads the SRE programme. Teachers should ensure that the resources they use are relevant, up to date and appropriate to meet the needs of the pupils in its care. They should be the approved materials, provided by the school.

Lessons should provide an opportunity for children to ask questions in a safe and secure environment, with the opportunity to ask a question anonymously, through a question box. These questions will give staff an insight into pupils' prior knowledge and any misconceptions or values that may conflict with the aims of this policy. Teachers should answer questions honestly, seeking support from senior staff or the school nurse if needed. Teachers should record questions asked to support future delivery of SRE.

Celebration of achievement – assessment, recording and reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupil understanding, progress and achievement and also informs teachers of the development of the theme they are teaching at the time.

At St Paul's we use the PSHE Association scheme of work and use the BBC Active *Sex and Relationship Education Resource* to underpin our delivery of SRE in upper key stage 2.

Pupils are encouraged to reflect on their own learning and personal experiences and to set their own goals and agree strategies to reach them. This process of assessment has a positive impact on pupil self-awareness and self-esteem.

Working with Parents

The whole school community shares a responsibility in the successful implementation of this policy.

Our school seeks to work in partnership with parents to provide effective SRE. Parents need to know that the school's SRE programme will complement and support their role as parents.

Policy is developed with the support of parents through consultation and the involvement of parent governors.

With reference to the London Diocesan Board for Schools Policy on Relationships and Sex Education - June 2009.

Contributors to this policy:

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Antoinette McGovern – RE Co-ordinator
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John Wright – Headteacher
Sara Ward - Governor
Charlotte Bradley – Science Subject Leader
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Appendix 1

SRE Letter – Y5

Dear Parents,

Sex and Relationship Education

We shall shortly be starting a discreet unit of work on sex and relationship education for the year 5 pupils. Sex and relationship education forms part of the Science and Personal, Social and Health Education Curriculum. The purpose of this letter is to set out what will be taught, how it will be taught, to invite you to come and view the materials we shall be using to deliver these discreet lessons and to explain your right to withdraw your pupil from these lessons.

When the new National Curriculum became statutory in September 2014, the requirement to teach sex and relationship education moved from Key Stage 2 to Key Stage 3. This means that the teaching of sex and relationship education is non-statutory in primary schools. The science curriculum for Key Stage 2 was also modified in the curriculum change of 2014. The current curriculum requires that: *[Year 5] Pupils should be taught to: describe the changes as humans develop to old age.* However the teaching of changes to the body at puberty has now been included with the non-statutory guidance.

Under the National Curriculum of 2014 Personal, Social and Health Education (PSHE) became non-statutory, however government expect this subject to be taught in primary schools. On March 1st 2017, the government announced the intention to make PSHE statutory, with relationship education, from 2019.

At St Paul's school we recognise the fundamental importance of PSHE education and are committed to teaching this subject regardless of its statutory status. We have adopted the PSHE Association programme of study for PSHE across the school. This is a well-respected, national organisation, which has devised a comprehensive curriculum for schools.

The governors of the school recognise that good quality sex and relationship education is important for children in a primary school and have committed to retain it across the school, with discreet lessons for children in Years 5 and 6. The planning and content of these discreet lessons is set through our Sex and Relationship Policy, supported by the programme of study from the PSHE Association and through the BBC Active *Sex and Relationship Education* curriculum pack.

Below, I have set out the topics and study themes for the unit of work for year 5:

SRE Lesson Focus	Key Learning Objectives	Core Resource Materials <i>These are drawn from the BBC Active Sex and Relationship Education curriculum pack.</i>
Changes in puberty, physical, emotional awareness of our developing bodies Mixed Lesson	Pupils will have the opportunity to learn: <ul style="list-style-type: none">• how their bodies change as they approach and move through puberty;• To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.	Physical changes in Puberty Video sequence explaining the changes that take place at puberty to boys and girls. No nudity. Some reference to genitals, with correct terminology used and explained, but no footage. Hand drawn image of children changing in a swimming pool, explaining that we all enter puberty at different ages and that the impact of changes will be different for us all.
Changes in puberty, physical, emotional awareness of our developing bodies	Pupils will have the opportunity to learn: <ul style="list-style-type: none">• how their bodies change as they approach and move through	Physical changes - Periods Computer graphic of womb with a narrative explaining what happens during a period, video footage

SRE Lesson Focus	Key Learning Objectives	Core Resource Materials
Lesson for girls Female teacher	puberty;	These are drawn from the BBC Active Sex and Relationship Education curriculum pack. explaining when periods start, tampons, liners and period pain.
Changes in puberty, physical, emotional awareness of our developing bodies	Pupils will have the opportunity to learn: <ul style="list-style-type: none"> • how their bodies change as they approach and move through puberty; 	Physical changes - Wet Dreams What is a wet dream? Video sequence in which three boys talk about their experience of wet dreams.
Lesson for Boys Male teacher		
Changes in puberty, physical, emotional awareness of our developing bodies	Pupils will have the opportunity to learn: <ul style="list-style-type: none"> • how their bodies change as they approach and move through puberty; • that bacteria and viruses can affect health and that following simple routines can reduce their spread 	Physical changes - Keeping Clean Video sequence explaining the importance of cleanliness for boys during puberty. A computerised graphic demonstrates how to keep the penis clean.
Lesson for Girls Female teacher	Pupils will have the opportunity to learn: <ul style="list-style-type: none"> • how their bodies change as they approach and move through puberty; • that bacteria and viruses can affect health and that following simple routines can reduce their spread 	Physical changes - Keeping Clean Class based discussion on the importance of cleanliness during and after puberty. Facial washes, deodorants, hair washing etc.
Mixed Lesson	Pupils will have the opportunity to learn: <ul style="list-style-type: none"> • what positively and negatively affects their physical, mental and emotional health (including the media) • to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 	Emotional changes at Puberty and into adolescence Video sequence explaining the importance of a positive self-image during puberty.
Moral issues and core values Mixed lesson	Pupils will have the opportunity to learn: <ul style="list-style-type: none"> • to recognise and respond appropriately to a wider range of feelings in others • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 	Respecting other people's feelings, understanding the impact of our own actions on others Video excerpt from <i>Grange Hill</i> in which two boys pick on a classmate by calling her names and laughing at her when she struggles to read.

As part of the delivery of SRE, we will give the pupils an opportunity to ask their own questions about SRE anonymously. This is a useful activity as it can help to dispel myths and misconceptions.

We believe that these areas of learning are relevant for pupils in Year 5. Some pupils may already be experiencing puberty, whilst for others this may be a number of years off. The learning set out above should help to place a context and explain clearly what happens in puberty and the emotional issues around adolescence. We believe that delivering the programme of study above will complement your discussions as parents with your own child around SRE.

We shall hold a meeting for parents on XXXX at XXXX to enable you to come in to school to view the materials in advance of the lessons starting.

None of the above curriculum is statutory and as a parent you do have a right to withdraw your child from these lessons, should you wish. If you wish to exercise this right, please write to me by email or letter by XXXXX. Children who are withdrawn will be placed in a different class in the school, with a set piece of work, for the duration of the SRE lesson.

A copy of the school's SRE policy can be found in the policy section of the school's website and a hard copy can be requested from the school office.

There are many resources to support parents in discussing puberty and sex and relationships at home.

The NHS has a number of resources at: <http://www.nhs.uk/Livewell/puberty/Pages/pubertyhome.aspx>

There are also many, many books that children and parents can share together. One popular series is the 'What's happening to me?' series from Usborne Books. There is a version for girls and a version for boys. This book can be bought online and at bookshops.

Please speak with your child's class teacher if you have any concerns.

Many Thanks,

John Wright
Headteacher

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Below, I have set out the topics and study themes for the unit of work for year 6:

SRE Lesson Focus	Key Learning Objectives	Core Resource Materials <i>These are drawn from the BBC Active Sex and Relationship Education curriculum pack.</i>
Adulthood: what is “grown up” Changing relationships Mixed lesson	Pupils will have the opportunity to learn: <ul style="list-style-type: none">• about change, including transition (between key stages and schools), loss, separation, divorce and bereavement.• how their body will change as they approach and move through puberty	How do we change as we grow older? A series of still images showing human life cycle from baby, child, teenager, young adult, middle aged adult, older aged adult and death.
Human reproduction and the possibility of pregnancy and paternity Mixed lesson	Pupils will have the opportunity to learn: <ul style="list-style-type: none">• how their body will change as they approach and move through puberty.• about human reproduction	Sexual Reproduction Video sequence on puberty and sex – explaining why puberty occurs. There is a clip of a naked teenage boy and a second clip of a naked teenage girl in the shower to demonstrate the physical change during puberty for boys and girls. Computerised graphic of male

SRE Lesson Focus	Key Learning Objectives	Core Resource Materials <i>These are drawn from the BBC Active Sex and Relationship Education curriculum pack.</i>
		and female genitals. Computerised graphic of sexual intercourse and explanation of conception. Animation of sperm surrounding an egg, conception and growth of baby. Video clip from a frontal view of a baby being born along with an explanation. Hand-drawn sequence showing a couple ‘making love’ with an explanation. Video clips from inside the female body of sperm finding the egg, surrounding the egg and conception.. Animated video clips showing how a baby grows and changes in the womb.
Human reproduction and the possibility of pregnancy and paternity Adulthood: what is “grown up” Changing relationships Mixed lesson	Pupils will have the opportunity to learn: <ul style="list-style-type: none"> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage. 	Birth Video clip explaining how parents of a new born baby feel about the birth of their baby.
Human reproduction and the possibility of pregnancy and paternity Adulthood: what is “grown up” Changing relationships Mixed lesson	Pupils will have the opportunity to learn: <ul style="list-style-type: none"> how their body will change as they approach and move through puberty about human reproduction. 	Sexuality – Sexual Feelings Series of still images and narration which explains sexual feelings and making love in relationships, masturbation, contraception, and having sex because it feels nice, not just to make a baby.
Sex in loving marriage relationships Moral issues and core values Mixed lesson	Pupils will have the opportunity to learn: <ul style="list-style-type: none"> to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability 	Different family patterns Video sequence in which teenagers talk about arguments they have had with different members of their families, where teenagers describe the emotions they faced as they went through puberty, where teenagers give advice on how to manage family life and emotions when going through puberty. Celebration Events – Marriage No video sequence, a teacher led input on marriage celebrations and marriage vows.

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Adulthood: what is “grown up” Changing relationships Moral issues and core values Mixed lesson	Pupils will have the opportunity to learn: <ul style="list-style-type: none"> to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage <p>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</p>	Marriage, partnerships, commitment Video sequence in which a young couple talk about why they chose to get married with scenes of their wedding ceremony. A key poem ‘Turn off the TV’
Adulthood: what is “grown up” Changing relationships Mixed lesson	Pupils will have the opportunity to learn: <ul style="list-style-type: none"> to recognise and respond appropriately to a wider range of feelings in others to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. 	Managing feelings A key poem to explore feelings
Moral Issues and Core Values Adulthood: what is “grown up” Changing relationships Mixed lesson	Pupils will have the opportunity to learn: <ul style="list-style-type: none"> to judge what kind of physical contact is acceptable and unacceptable and how to respond the concept of ‘keeping something confidential or secret’; when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language how to respond to and ask for help). 	No video or imagery – a class based discussion
Moral Issues and Core Values Mixed lesson	Pupils will have the opportunity to learn: <ul style="list-style-type: none"> to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language how to respond to and ask for help). to recognise and manage ‘dares’ about people who are responsible 	Keeping safe: -resisting negative peer pressure -asking for help -the helping hand No video – a class based discussion

SRE Lesson Focus	Key Learning Objectives	Core Resource Materials <i>These are drawn from the BBC Active Sex and Relationship Education curriculum pack.</i>
	for helping them stay healthy and safe and ways that they can help these people.	

As part of the delivery of SRE, we will give the pupils an opportunity to ask their own questions about SRE anonymously. This is a useful activity as it can help to dispel myths and misconceptions.

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The NHS has a number of resources at: <http://www.nhs.uk/Livewell/puberty/Pages/pubertyhome.aspx>

There are also many, many books that children and parents can share together. One popular book is the Usborne Facts of Life, Growing Up (All about Adolescence, body changes and sex) by Susan Meredith. This book builds on the Usborne books on puberty and can be bought online and at bookshops.

Please speak with your child's class teacher if you have any concerns.

Many Thanks,

**John Wright
Headteacher**

Appendix 2

SRE Topics:

- feelings and relationships
- my healthy body
- lifestyles and culture
- growing up

ORGANISATION

Sex and relationships education will be co-ordinated by the PSHE co-ordinator in close co-operation with the Headteacher and the staff.

Delivery will be:

- through PSHE lessons
- as topics
- through planned aspects of science
- addressed occasionally in assembly time
- through planned visits from parents and younger and older siblings
- through pastoral time
- through small group work
- through story time

The Education Framework for the delivery of sex and relationship education.

There are four key strands to the Sex and Relationship Education Policy.

- A) Commitment, Promise, Trust and Security
- B) Friendship, Companionship, Nurture and Comfort
- C) Children
- D) Sex/Physical Relationships

The present science aspects of SRE should be delivered through these four broad themes:

- * Developing confidence and responsibility and making the most of pupil's abilities.
- * Preparing to play an active role as citizens.
- * Developing a healthier and safe lifestyle.
- * Developing good relationships and respecting differences between others.

Foundation Stage

A) Commitment, Praise, Trust and Security

- Myself – recognise and explore their own feelings and know that they are loved by God.

- My friends – establish effective relationships with other children and adults
- Special people to me – recognise and respond appropriately to key figures in their lives.
- Belonging – understanding their important place within their family and faith community
- Our living world – care for and respect living things, plants and animals as part of God's creation.

Indicative vocabulary

Happiness, sadness, special, friendship, love, belonging, trust, please, thank you, sharing.

B) Friendship, Companionship, Nurture and Comfort

- Myself- recognise and explore their own feelings
- My friends – establish effective relationships with other children and adults learn to listen and talk about feelings.
- Special people to me – recognise and respond appropriately to key figures in their lives
- My life – appreciate the wonder of birth and development and appreciate each life as a gift of God.
- Our living world – care for and respect living things, plants and animals as part of God's creation.

Indicative vocabulary

Friendship, help, happiness, sadness, laughter, tears, thank you, sorry, kindness and sharing.

C) Children

- Looking after myself – looking after others, loving your neighbour
- Recognising and naming my feelings and recognising the feelings of others
- Keeping safe – how do we keep ourselves safe?
- Feeling happy and feeling sad – what makes us feel good?

Indicative vocabulary

Love, brother, sister, parent, hurt, sharing and honesty

D) Sex/Physical relationships

- The living world – exploration of the wonder of God's creation
- New life - birth and development, parents and babies
- Ourselves and our bodies – eating, sleeping, breathing and going to the toilet.

Indicative vocabulary

Touch, see, hear, smell and taste

Key Stage 1

A) Commitment, Praise, Trust and Security

- Myself – special people to me – recognise and respond appropriately to people whom they can trust.
- Belonging – understanding their responsibility with the groups they have joined or belong to, e.g. Rainbows, Beavers, and the Church.
- My special things – understand why some things are special or precious; how to treat precious things, how to look after things. Linked to stories that Jesus told – e.g. “the pearl of great price” and “the lost coin”.
- Celebration – baptism, joy of new baby and its welcome and care.
- Weddings, joy of marriage, hopes for the future, lifelong commitment

B) Friendship, Companionship, Nurture and Comfort

- Belonging – including families, religious groups.
- Healthy living – looking after ourselves responsibility as unique and valued individuals.
- Looking after each other – pets, plants, siblings and friends through acts of responsibility and stewards of God’s creation.
- Special people to me – recognise and respond appropriately to key figures in their lives.
- Language of feelings – learn and use language of emotions.

Indicative vocabulary

Help, support, responsibility, encouragement, joy, sympathy, forgiveness, helpfulness, patience, sharing and good manners.

C) Children

- My life- babies and new life, the wonder of birth and development, the vulnerability of babies.
- What do babies and young children need? Love stability care etc.
- Keeping safe, appropriate behaviour.
- Recognise – places and people that keep them safe and reflect on how they should respond.
- The difference between needing and wanting.

Indicative vocabulary

Parent, love, patience, discipline, care, safety, sharing, helpfulness, joy, good manners, co-operation and honesty.

D)Sex/Physical relationships

- Myself: physical development, what can I do now that I could not do when I was 3,4,or 5
- Looking after our bodies – how do we use them with care, enjoyment in physical activity, not using strength to hurt others, every individual valued and loved by God.

Indicative vocabulary

Language of sensory experience and activity

Key Stage 2

A) Commitment, Praise, Trust and Security

- Commitment and promises – responsibilities and rights within the groups to which they belong e.g. teams, choirs, group activities.
- Ceremonies / commitment – understanding the importance and implications of commitment on baptism, coming of age ceremonies and weddings, and meaning of symbols
- Christian marriage (and any other faith in syllabus)
- Beliefs and practices emphasising the importance of support and witness to friends and community
- Beautiful world, wonderful God – reflections on the natural world and its wonders
- How it should be cared for along with its people. The miracle of reproduction and multiplication.
- Faith leaders – the teachings of Jesus (and those prescribed in the syllabus) on relationships, justice, forgives and fulfilment.

Indicative vocabulary

Loyalty, tolerance, hope, commitment, patience, respect, dependability, abuse, compassion, compromise, security, justice, exploitation, perseverance and equality.

B) Friendship, Companionship, Nurture and Comfort

- Belonging/ not belonging – choosing allegiances, making friends, what happens when things go wrong, reconciliation, forgiveness and being part of God's family.
- Care for and respect for living things – plants, animals, siblings, friends and stewardship.
- My senses – listening to each other, exploration of touch.
- Belongings – understanding their importance and the importance of others to the groups to which they belong – particularly families.
- Special people – recognise and respond appropriately to people who help them in their lives.
- Citizenship – relationships, charity work, disability awareness, local communities and loving our neighbour

Indicative vocabulary

Forgiveness, companion, behaviour, neighbour, compromise, joy, allegiances, comfort, discomfort, appropriate behaviour, rights, responsibilities, loneliness, hurt, generosity, sincerity, dependability, humour, loyalty and honesty.

C) Children

- Our living world- care and respect for living things, particularly vulnerable or younger children
- Practical experiences of supporting and playing with younger pupils – developing resources and play activities.

Indicative vocabulary

Care, nurture, safety, role models, guidance, sympathy, generosity, loyalty, consideration and good manners.

D)Sex/Physical relationships

- Ourselves: physical growth, the importance of food and diet, exercise and activity, sport and challenge.
- Genetic influences on physical features; who am I? Family characteristics/ similarities, everyone as a unique individual.
- Variety and difference in physical appearance and capability – celebrating a rainbow world.
- How we can help ourselves; looking after our bodies, keeping clean and well groomed, healthy eating, building up strength and fitness. What happens when we get it wrong? Eating disorders and obesity.

Indicative vocabulary

Vocabulary of sexuality (see acceptable sex education resources)

Abuse, honesty, dignity, self control, self discipline, self respect, consent and coercion.

Year 5 (SRE Education)

Parents and carers will be given the opportunity to look at resources and are will be made aware when the programme is due to start.

Aspects to be taught

- Changes in puberty, physical, emotional awareness of our developing bodies
- Moral issues and core values

Year 6 (SRE Education)

Parents and carers will be given the opportunity to look at resources and are will be made aware when the programme is due to start.

Aspects to be taught

- Human reproduction and the possibility of pregnancy and paternity.
- Adulthood: what is “grown up” Changing relationships
- Moral issues and core values
- Sex in loving marriage relationships

Children will be taught sex education within a framework which reflects both the church and school ethos models and encourages the following values:

- A respect for self and a respect for others.
- Non exploitation in sexual relationships
- Commitment, trust and bonding within sexual relationships.
- Mutuality in sexual relationships.
- Honesty with self and others.
- A development of critical awareness for themselves and others.
- An exploration of the rights, duties and responsibilities involved in sexual relationships.
- Compassion, forgiveness, mercy and care when people do not conform to their way of life
- An acknowledgment and understanding of diversity regarding religion, culture and sexual orientation.
- Self discipline regarding their sexuality