



St Andrew's CE Primary School

'Learning Together, Praying Together'

SRE (Sex and Relationship Education) POLICY

At St Andrew's C.E. Primary School, Sex and Relationship Education (SRE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils.

SRE 'is lifelong learning about the 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'. 'DfEE Sex and Relationship Guidance 2000'.

'Effective SRE provides pupils with the knowledge they need and also deals with issues of emotional development and self-esteem.' Ofsted 2007

Our SRE programme will include both formal and informal input, which will contribute to the establishment of knowledge, skills, attitudes and values which will help the individual to make choices and decisions relevant to the health and wellbeing of themselves and those around them. It will be appropriate to the children's age and will be presented within a moral, family orientated and Christian framework.

1) Aims of the SRE Curriculum

- To develop confidence in talking, listening and thinking about feelings and relationships.
- To be able to name parts of the body and describe how their bodies work including reproduction and contraception.
- To assist pupils to protect themselves, ask for help and support, and be prepared for puberty.
- To enable our children to understand the value of a secure family life within the Christian ethos of promoting love, faithfulness and forgiveness.

We aim to develop in our pupils understanding of the biological, emotional, social, legal and moral aspects of sex and sexuality. SRE is firmly rooted in our school's Personal, Social and Health Education (PSHE) and Citizenship curriculum framework (**See Appendix B for SRE Objectives**) and is delivered through four interrelated strands:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy safer lifestyle.
4. Developing good relationships and respecting the differences between people.

This framework is planned from Reception through to year six with continuity and progression. The SRE programme also includes elements of the statutory science curriculum as below.

National Curriculum Science

Key Stage 1.

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

Key Stage 2.

1. a) That the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) About the main stages of the human life cycle.

Parents/carers are not able to withdraw their children from National Curriculum science.

2) Co-ordination

SRE is co-ordinated by the PSHE Co-ordinator. They are responsible for the overall planning, implementation and review of the programme. They monitor the planning and delivery of content, provide appropriate resources, and offer guidance and support in the delivery and assessment of SRE.

The PSHE Co-ordinator in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for SRE. They may lead, organise or inform staff and the wider school community of training and current issues. The PSHE Co-ordinator also liaises with external support agencies such as the LA Healthy Schools team.

Staffing and Planning

Class teachers with their understanding and knowledge about the pupils in their class - in terms of age, maturity, development, religious, cultural and special needs - are in the best position to plan and deliver for SRE following curriculum and school guidelines. Therefore, it is our aim that all teachers will be able to deliver SRE in their class with support and training. Support staff and Teaching Assistants can receive training so they can work with class teachers effectively.

Training and Development Needs

The PSHE Co-ordinator will offer support and make arrangements to ensure the delivery of the SRE programme. They will also be responsible for offering any appropriate training to all staff and governors whenever necessary.

Role of the Governors

The governors have been consulted on this policy and have ratified it. They are updated with any changes to the planned curriculum.

3) Delivering the Sex and Relationship Education Curriculum

Teaching and Learning Strategies

Teachers and staff will use a range of strategies to deliver SRE. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about Sex and Relationships.

These techniques include:

- Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe learning environment. **(Appendix C)**.
- Spend time exploring the meaning of confidentiality and guide children about what is appropriate to share (*see confidentiality section*).
- Reflect on the needs of vulnerable children in these lessons and discuss with parents/carers and SENCO if appropriate before the module begins. Arrange 'get outs' from the lessons if the material is too sensitive for some children.
- Be clear about school policy on child safeguarding (child protection) in case a child makes a disclosure in these lessons.
- Knowing how to deal with unexpected questions or comments from pupils.
- Encouraging reflection.

Resources

All resources are selected to ensure that they are consistent with the schools ethos and values and support the SRE aims and objectives. Care is taken to ensure resources comply with the school's Equal Opportunities Policy.

The materials are available for parents/carers to view on request to the PSHE Co-ordinator or class teacher. Resources will also be presented to the parents on a parent/teacher SRE introduction evening.

Visitors

Visitors make positive contributions to the programme, but these need to be planned for within the work the staff are already doing e.g. the School Nurse, the Vicar. The teacher would always be present during a visitor session and the teacher and visitor would need to develop a collaborative working partnership.

Recording and Assessment

In addition to the pupils self-assessment (SEAL Independent Child Assessment), teachers will assess pupils through informal methods, such as observations and discussions with a particular focus. Quizzes may be used before and after the unit of work to aid assessment. Elements of SRE that occur in the science curriculum will be assessed through recorded work to establish levels of knowledge and understanding.

Monitoring and Evaluation

As in all areas of the curriculum, teachers will evaluate lessons to aid their future planning. Monitoring will take place through liaison between the PSHE Co-ordinator and class teachers.

Specific Issues

We at St Andrew's recognise that specific issues for teachers or pupils may be considered sensitive or challenging. We also respect that we have a variety of beliefs and values held in our school community but will endeavour to deliver a SRE programme not influenced by personal beliefs or attitudes. Teachers and all those involved in the delivery of SRE are expected to work within our agreed values and framework as described in this policy.

Dealing with Questions (Appendix E – Exempla Responses)

Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation.

Suggestions for responding to questions:

- If a question is of a personal nature, remind the pupil of the ground rule: 'no one has to answer personal questions'.
- Question boxes will be used, when appropriate, to collect questions. The teacher will read these questions and decide on appropriate responses before answering them in class.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- The teacher could respond to a question by checking out what the pupil already knows, why they asked the question or by asking for further clarification.
- Colleagues or the PSHE Co-ordinator can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parents/carers.
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis.
- If a pupil needs further support, s/he could be referred to the school nurse, school counsellor, helpline or outside agency.
- If you have concerns about sexual abuse, follow the school's child protection procedures.

4) Difference, Diversity and Inclusion

In our school, we are committed to working towards equality of opportunity in all aspects of school life as described in our Equal Opportunities Policy and Race Equality Policy. We will make sure that our SRE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children, in the planning and delivery of our programme.

Mixed and Single Gender Groups and Gender Issues

Generally SRE will be taught in mixed groups so that boys and girls are encouraged to work with each other. We will explore gender stereotyping in mixed classes and try to explore attitudes with pupils that contribute to teasing and bullying when a girl or boy is perceived not to fit in with the gender norm. It is important that both boys and girls know about the experience of puberty for the opposite gender.

However there will be planned opportunities for single gender sessions. These may help explore gender specific issues such as management of periods and puberty or what is good/bad about being a boy/girl before discussing the issues with the opposite sex. Single gender sessions will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions.

Boys in the past may have felt left out of SRE if it had a narrow reproductive focus, the objectives of our SRE programme should encourage them to be included, able to participate and begin to explore issues around male identity. We will also endeavour to provide male role models in the delivery of our SRE programme e.g. have a male teacher facilitate some of the single gender sessions.

Very occasionally we may get a child in our school who appears to be unsure with their gender identity. For example a biologically born boy who insists they are a girl or vice versa. Gender identity issues in infancy, childhood and adolescence are complex and have varied causes. In our school all children are accepted unconditionally for the person they are, we show a genuine interest in them and protect them from any nastiness or bullying, and offer suitable friendship. We will liaise closely with the family and seek outside support if necessary.

Sexual Orientation

Many different types of family will be represented in our school and we will ensure that the SRE programme is sensitive to these; including families with lesbian, gay, bisexual or transgender parents and as a Church School we will encourage a loving and safe family environment. When delivering the curriculum no assumptions are made about the future sexual orientation of pupils or their family members.

Religion and Ethnicity

We accept that pupils and adults in our school may hold very different religious and cultural beliefs about SRE. As a Church School we aim to deliver the SRE curriculum through the Christian Ethos and Values but we will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider all cultural, religious and linguistic needs in the development and review of our SRE policy and programme.

Special Educational Needs and Learning Difficulties (Appendix C)

All pupils will be properly involved in the SRE programme appropriate to their ability or learning difficulty. Some pupils with SEN may be vulnerable to abuse and exploitation and others may be confused about what is acceptable public behaviour. These children may need to have lessons planned in a more explicit or differentiated way to meet their individual needs. It may be useful to focus on activities that increase a pupil's assertiveness, communication and relationship skills and/or their self-esteem and understanding.

Whilst we will always try to work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from SRE outside National Curriculum Science.

5) Confidentiality

Our school is committed to acting in the best interest of all the individuals within the school community. Sex and Relationship education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all SRE lessons.

Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language, that teachers can be confidential except when the teacher is concerned about their safety or that of another child. When appropriate, pupils will be informed of sources of confidential help such as the school nurse and Childline.

Teachers and support staff are aware that teaching Sex and Relationship education can lead to pupil disclosures. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures, local guidance and the DfEE's Child Protection circular 10/95 – "Protecting Children from Abuse: The Role of the Education Service". Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

6) Liaison with Parents and Carers (Appendix D)

Our school would like to share responsibility with parents and carers in the delivery of Sex and Relationship education. We are confident that good communication and sharing our philosophy, aims and purpose of SRE will enable parents/carers to support our SRE programme.

We may use a questionnaire to consult with parents and carers about their thoughts, attitudes and needs concerning Sex and Relationship education. A letter will go home up to two weeks before the SRE sessions begin to allow parents an opportunity to talk to their child/children.

We will invite all parents and carers to a workshop style meeting if required. In this meeting parents and carers will be given opportunities to; discuss their attitudes, view the policy, the scheme of work and some corresponding resources, ask questions and be informed of their right to withdraw their child from the non statutory elements of the SRE programme. We will also give parents/carers the option of discussing any concerns with their class teacher or PSHE Co-ordinator. Parent and carers will be given opportunities to view videos used in the Sex and Relationship education programme outside the workshop meetings. When appropriate children's work will be sent home to be shared and discussed with the family.

Parents and carers have the right to withdraw their children from all or part of the Sex and Relationship education provided at school except for those parts included in the statutory Science National Curriculum. Parents and carers who wish to exercise this right should talk with the class teacher, the PSHE Co-ordinator or the Headteacher. The issue of withdrawal will be handled, as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

7) Implementation of Policy

This policy, including the supporting guidance will be implemented and delivered by all staff.

The opportunity for parents to attend workshop style meetings to support the implementation of this policy has been outlined in the section on 'Liaison with Parents and Carers.'

The full policy, including Supporting Guidance and Scheme of Work is available on request to parents/carers and governors from the PSHE Co-ordinator and Headteacher.

Monitoring and Review of the Policy

The review and monitoring of this policy will be the responsibility of the PSHE Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Classroom observation in line with other curriculum areas.
- Carrying out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.
- Release time for the Co-ordinator to enable him/her to carry out the above.

Governors in liaison with the PSHE Co-ordinator will have an opportunity to observe SRE sessions. The Governors will review SRE annually and the policy every 3 years.

Miss J Freeborn
PSHE Co-ordinator

APPENDICES

Appendix A – Resources

People: PSHE Co-ordinator
 Science Co-ordinator
 School Nurse
 Vicar

Box 1 Theme One: Beginnings

Emotions	I Feel Sad	Book
Sad	Can Anyone Be As Gloomy As Me?	Poems
Emotions	I Feel Frightened	Book
Emotions	I'm Happy	Book
Emotions	Feelings	Sentence Completion Cards
Emotions	Community & Friends	Sentence Completion Cards
	Pictures & Poems – School A28	Pictures
	Goodnight Mr Tom	2 x Books

Box 2 Theme Two: Getting On & Falling Out

Being Different	The Trouble With Josh	Book
Being Different	I Have eczema	Book
Being Different	It's Not Easy Being Big	Book
Disability	That's My Life 9-16 yrs	Video
Disability	Just Like Us Key St 2	Resource Book
Getting On	Ganging Up	Book
Managing Anger	Punch and Pawn	Resource Book CD
Managing Anger	Anger Alphabet	Resource Book CD
Emotions	I Feel Angry	Book
Emotions	Angry Arthur	Book
Emotions	I Want to Shout and Stamp About	Poems
Emotions	Worried Arthur	Book
Emotions	Is There Anything There at the Top of the Stair?	Poems
	All About us Beacons 7-11 yrs	Video
	When I Feel	Cards
	I Feel - When	Cards
	Feelings	Posters
	All About Me	Teachers Pack
	Say No to Bullying	Game
	Best Friends for Frances	Book
	The Tunnel	Book
	Best Friends J Wilson	2 x Books

Box 3 Theme Three: Say No to Bullying

Bullying	Issues: Stop Picking on Me	Book
Bullying	What's Happening?: Bullying	Book x 2
Bullying	Bully – David Hughes	Book
Bullying	I Feel Bullied	Book
	I'm Sorry Sam McBratney	Book

Bullying	Bullying –Don't Suffer in Silence DFEE	File
Bullying	Bullying –Don't Suffer in Silence DFEE	File
Bullying	What's happening? Bullying	Book
	Cats Eye	Book
Bullying	Guidance & Recom. on Preventing & Responding	Book
Bullying	Don't Suffer in Silence	Book
Bullying	Say No to Bullying	Game

Box 4 Theme Four: Going for Goals!

Responsibility	"I'll do it!"	Book
Emotions	Wishes & Favourites	Sentence Completion Cards
Emotions	Self Skills	Sentence Completion Cards
	Wonder Goal	Book
	The Penguin Who Wanted to Fly	Book
Feelings	For Every Child	Book
	Don't Call Me Special	Book
	Shine	Book
	I'm Scared Of The Dark	Book
	Love To Learn	Book
	Scared	Book
	I Love To Cuddle	Book

Box 5 Theme Five: Good to Be Me

	101 Games for Self-Esteem J Mosley	Resource Book
	Pictures & Poems – Ourselves A01	Pictures
	Discoveries About Me	Resource Book
Self-Esteem	Examining Self-Esteem in the Young	Resource Book
Self-Esteem	I'm Glad I'm Me	Resource Book
Self-Esteem	Tell Us About	Board Game
	Gordon's Got a Snookie	Book
	Huge Bag of Worries	Book
	You're All My Favourites	Book

Box 6 Theme Six: Relationships

	Pictures & Poems – Families A05	Pictures
Family Break up	Issues: My Family's Changing	Book
Family Break up	What's Happening?: Step Families	Book
Family Break up	Step Families; What Do You Know About? Series	Book
Family Break up	Children Don't Divorce: Talking It Through	Book
Family Break up	A Child's Guide to Divorce: Mike's Lonely Summer	Book
Abuse	What's Happening?: Child Abuse	Book
Relationships	Who Loves You Billy?	2 x Book
Not Being Satisfied	The Telly is Watching You	Book
Grown-Ups Saying No	Why Not?	Book
Relationships	When Mum Turned into a Monster	Book
Respect	"I Don't Care!"	Book
Emotions	I Feel Jealous	Book
Emotions	Family	Sentence Completion Cards

Relationships	We Are Gentle..We Don't Hurt Others	Big Book
Relationships	We Are Honest	Big Book
Relationships	We Are Kind and Helpful	Big Book
Relationships	We Listen We Don't Interrupt	Big Book
	Badger's Parting Gifts	Book
	Lovely Old Roly	Book
Emotions	Sad Book	Book
	Fantastic Mr Fox R Dahl	2 x Books
Emotions Death	Muddles, Puddles and Sunshine	Activity Book

Box 7 Theme Seven: Changes

Jealous	Everyone I See is Luckier Than Me	Poems
Emotions	Emotions	Photo cards
Death	Issues: I Miss You	Book
Growing old	A Guide to Growing Old: Jenny & Grandad	Book
Adoption	A Guide to Adoption: Andy's Big Question	2 x Books
Growing Up	What's Happening?: Growing Up	Book
Death	Changes	Book

Box 8 Healthy Living

Growing Up	Growing Up Usborne Facts of Life	Book
Growing Up	I Wonder Why my Tummy Rumbles?	Book
Growing Up	The Human Body	Posters
Growing Up	Living & Growing Unit 1	Resource & Video
Growing Up	Living & Growing Unit 2	Resource & Video
	Health Education Key Stage 1	Copy Masters
	Health Education Key Stage 1	Resource Book
	Health Education Key Stage 2	Resource Book
	Health Education Key Stage 2	Copy Masters
	Fruit & Vegetables	4 x Card Game
	The Friendly Vegetable Book	
Safety	Safety Matters Key Stage 2	Resource & Video
Safety	Calamity Kitchen	CD Game
Safety	The Adventure of Woosh	Book
Protection	Skills for the Primary School Child	Lesson Cards
Protection	Skills for the Primary School Child	Resource Book
Risky Situations	All About Us What Should I Do? 7-9 yrs	Video
Risky Situations	Look Out For Strangers	Book
	Gold Standard: Healthy Eating	Book
	Healthy Eating Audit Tool	Book
	How to Plan a Healthy Lunchbox Day	Book
	How to Organise a Health and Safety Week	Book
	Good School Food Guide	Book
	Healthy School Scheme	Folder
	Raise Boys' Achievement	Book
	Food Matters	Book
	Additives	Book
	Vitamins	Book

Box 9 Sex & Drugs

Drugs	Drugs and Their Dangers Key Stage 1	Resource Book
Drugs	Drug Education ES Advisory Service	Resource Book
Drugs	The World of Drugs	Resource Book
Drugs	Project Charlie Yrs 1- 4	Resource File
Drugs	Project Charlie Yrs 5- 7	Resource File
Drugs	The Good Health Guide to Drugs 9-11 yrs	Video
Drugs	Drugs	5 x Cards
	Take Care	Resource Book
Drugs,Self,Relationships	Health for Life 1	Resource Book
	Health for Life 2	Resource Book
Growing Up	Knowing Me Knowing You	Resource Book
Growing Up	Taught Not Caught	Resource Book
Growing Up	Primary Sex Education	Resource & Video
	Sex & Drugs The Advisory Team A & B	File
	Primary Gender Project KS 2 & KS 3	File
Drugs	Drugs Guidance for Schools DFES	File
	We've Seen People Drinking	Resource Book
	We're Talking About Alcohol	Book
Drugs	Drugs & Your Health	Book
	Thinking About Drinking	Resource Book
	Sex and Relationship Education A B&H	Book
	Sex and Relationship Education B B&H	Book
	Primary Gender Project	Book
	Gender Project KS 2 & 3	Book
	How to Plan a Substance Awareness Week	Book
	Drugs: Guidance for Schools	Book
	Drug-Alcohol and Tobacco Education QCA	Book
	Drug Education Healthy Schools	Book
	Sex and Relationship Education QCA	Book
	Sex and Relationship Education B&H	Book
	Want to Stop Smoking	Poster
	The World of Alcohol Tacade	Resource Book
BOX 8	For Living & Growing Unit 1 & 2	Resource & Video
	Sex Relationship Education Pack Healthwise	File
	Smoking Education Pack Healthwise	File
	New Primary School Education Pack Healthwise	File
	Zack & Ella's Crazy Day	Book
	Healthy Schools Drug Education	Book
	Healthy Schools Drugs: Guidance for Schools	Book

Box 10 Citizenship

	Children of the World	Posters
	Share the World	Resource Bk & video
Ethical Treatment of Animals	Citizenship Key Stage 1 & 2	Resource Book
	Parliament & Being an MP	Posters
	Young Citizen At Home	Resource Book
	Young Citizen At School	Resource Book
	PSHE & Citizenship 5-7yrs Scholastic	Resource Book

	PSHE & Citizenship 7-9yrs Scholastic	Resource Book
	PSHE & Citizenship 9-11 yrs Scholastic	Resource Book
	PSHE & Citizenship 7-11 yrs Scholastic	Teachers Resource
	PSHE & Citizenship Key Stage 1	Teachers Resource
	PSHE & Citizenship Key Stage 1 p1-3 Evans	Teachers Resource
	PSHE & Citizenship Key Stage 2 p4-6	Teachers Resource
	Introducing Citizenship	Teachers Resource
	Citizen Resource File Key Stage 1 & Early Years	Teachers Resource
	Citizen Resource File Key Stage 2 A	Teachers Resource
	Citizen Resource File Key Stage 2 B	Teachers Resource
Voting	The X File	Resource & Video
Child's rights	For Every Child	Book
All	PSHE Circle Time Citizenship	Blue Ring Binder
	Citizenship	Yellow Folder
	Citizenship Schemes of Work QCA	File
Citizenship	Facilitators Guide Yr 5 & 6	File
Citizenship	You Me & Us	File
Citizenship	Moral Courage Who's Got It	File & Video
	Quality Standards PSHE& Citizenships	Book
	Introducing Citizenship	Video
	Citizenship: The Challenge!	File
	Rights & Responsibilities (Save the Children)	Book
	Global Communities: Learning About Refugee Iss	File
	Real People Real Lives	Resource Pack

Box 11 Circle Time & General

	Circle Time NASEN	Resource Book
	Quality Circle Time J Mosely	2 x Resource Book
	More Quality Circle Time J Mosley	Resource Book
	Turn Your School Round J Mosley	2 x Resource Book
	101 Games for Social Skills J Mosley	Resource Book
	Listening Skills	Resource Book
	Getting Personal Book 1	Resource Book
	Getting Personal Book 2	Resource Book
	Learning for Life 7-11	Resource File
	I Am, I Know, I Can	2 x Resource file
Growing Up (Scholastic)	Personal and Social Development: Early Years	Resource Book
	Moral Courage: Who's Got It?	File & Video

With Lynda Lloyd	Active Assemblies for Every Week	Resource Book
	Not Now Bernard & More B&H Advisory	
	PSHE in Practice DfeS	Resource Book

Appendix B – Curriculum Framework and Objectives

This is the Curriculum Framework revised by the Healthy Schools Team in 2006. The first column cross-references the learning intentions to National Curriculum 2000. The tick suggests the year group(s) for delivery of the learning intention. S denotes possible coverage by the social and emotional aspects of learning (SEAL) resource. Whilst SRE is firmly embedded within the holistic PSHCE Framework, some of the more **specific SRE** has been highlighted through shading. This should facilitate the recognition and planning for SRE. Most of the specific SRE is to be found in Strand C of the Framework, '*Developing a Healthy Safer Lifestyle*'. We have broken down the national curriculum learning objectives into the relevant year group and portrayed then in our own format. This still meets all expectations.

Learning Outcomes for Sex and Relationships Education		
DRAFT November 2010 following staff training		
See PSHE outcomes planning tool for related PSHE including SEAL learning objectives <i>www.pier2peer.org.uk – Learning - Healthy Schools</i> for planning tools and resource lists including full references for resources listed here		
NC link	Learning objective	Suggested outcomes and resources
Reception		
EYFS	Add these	Picture books that challenging gender stereotypes – see PSHE resource list BBC Birth, Care and Growth – which chapters? Decide with Y1
Year 1		
B1 NC2e	Understand that people and other living things have needs and they have a responsibility to them,	I can describe how I could look after a pet. (BBC Birth, Care and Growth video – discuss with YR) I can tell you how my needs are changing as I grow up & I am developing an awareness of and respect for other people's needs. (TACADE I am, I know, I can Lesson 10)
C1 NC3e	Know the names of the main body parts. Science SC2 2a 4a	I can name and correctly label the main external parts of the body. (QCA Unit 2.1-Keeping the body healthy)
Year 2		
C1 NC3e	Know the names of the main parts of the body, including agreed names for sexual parts.	I can name and correctly label the main, external parts of the body, including the sexual parts. (Living and Growing Unit 1 activities 4 & 5 or TACADE I am, I know, I can Lesson 19)
C2 Sc	Begin to understand the concept of male / female and human development from birth to five.	I can identify ways in which boys and girls are similar and different. (Living and Growing Unit 1 activities: 2, 3, 5, 6, 8)

C3 NC3d	Begin to know about the process of growing from young to old and how a person's needs change.	I can describe a number of ways I have changed since I was a baby. (Living and Growing Unit 1: activities 10, 11, 12)
D9 NC4c	Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes.	I can identify ways in which boys and girls are similar and different.
Year 3		
C9 NC3e	Know about personal safety including what kind of physical contact is acceptable.	I can talk about ways of keeping myself safe (Healthwise SRE p65) I know about parts of my body which are private and should not be touched without my permission. (Healthwise SRE p65)
C17 NC5h & 4g	Recognise who to talk to and where to get help	I can identify a range of situations where I might need help & I know where to go to get help. (TACADE I am, I know, I can Lesson 57, core activity)
D1 NC4c	To know more about different types of relationship, including marriage and to understand more about the benefits of positive caring relationships and the sometimes changing nature of those relationships.	I am aware of different types of relationships, including marriage. (TACADE I am, I know, I can Lesson 53) I know that there are different types of family. (Healthwise SRE p42)
D13 NC4e	Develop appropriate challenging attitudes to stereotyping and prejudice.	I can discuss gender stereotypes. (Living and Growing, Unit 2, activity 19) I can question and challenge assumptions based on stereotyping. (TACADE I am, I know, I can Lesson 55)
Year 4		
B5	Begin to understand the impact and influence of the media.	I understand the purpose of advertisements. (I am, I know, I can, Lesson 43) I can discuss gender stereotypes in advertising and the media
C2.	Know the body changes that will take place at puberty	I can tell you the main physical changes that take place during puberty. (Living and Growing Unit 2 activities 1 & 4) I can explain what a period is. (Living and Growing Unit 2 activity 7) I know why washing is important. (Healthwise SRE p46)
C3.	Know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships, marriage.	I know how most people feel when they lose something or someone they love. (SEAL R p20) I understand that we can remember people even if we no longer see them. (SEAL R p22) I can tell you about some of the things I would like to happen in the future. (Living and Growing Unit 2 activity 8) I can sort the symbolic changes and actual changes which happen in people's lives. (Living and Growing Unit 2 activity 13) I can describe the changes having a new baby in the family can bring. (Living and Growing Unit 2 activity 14)
D1	To know about different types of relationships, including marriage and to understand more about the benefits of positive, caring	I can tell you how I feel about the important people or animals in my life. (SEAL R p20) I can tell you about someone I no longer see. (SEAL R p22)

	relationships and the sometimes changing nature of those relationships.	
D2	Begin to understand various family rituals and celebrations, including cultural differences.	I understand that there are differences between people from different cultures and countries, including rituals and celebrations. (TACADE I am, I know, I can Lesson 37) I understand that these differences can enrich our lives. (TACADE I am, I know, I can Lesson 37)
Year 5		
C2	The body changes that will take place at puberty.	I understand that my body may change at a different rate to those of my friends & I know that I am likely to experience mood swings during puberty. (QCA Unit 5.2 How the body works and changes in puberty <i>Hair in Funny Places</i> & Healthwise SRE p45 Puberty changes) I understand what periods are. (Healthwise SRE p51) I know what I need to do to keep clean. (Healthwise SRE p46 Keeping clean; BBC Active Hygiene chapter)
D1	To know about different types of relationships, including marriage and to understand more about the benefits of positive, caring relationships and the sometimes changing nature of those relationships.	I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. (SEAL GOFO p7) I can describe what is meant by a range of terms relating to friendships and relationships & I can describe what I need to do to maintain a friendship. (QCA Unit 4.2 How the body works and changes in puberty)
D3	Begin to understand diversity in society and the contributing factors, including the range of languages, cultures and beliefs represented in the school and wider community.	I understand that everyone is different. (BBC Difference and Discrimination Activity 7)
D8	Develop the skills to recognise and challenge inequality, prejudice, stereotyping and injustice including bullying, racism, sexism and homophobia.	I can tell you a range of strategies which I have for managing my feelings in bullying situations and for problem solving when I am part of one. (SEAL SNTB p6) I can try to challenge stereotypes. (SEAL R p11) I can recognise when I am using a put-down. (SEAL R p10) I can recognise what it feels like to feel different. (Healthwise SRE p78) I can explore and recognise stereotyping and prejudice. (Healthwise SRE p78).
D13	Develop appropriate challenging attitudes to stereotyping and prejudice.	I can recognise stereotyping. (SEAL R p11) I know that name-calling is wrong and that it can be hurtful. (Healthwise SRE p73)
Year 6		
B5	Begin to understand the impact and influence of the media.	I understand how the media may try to influence my decisions and choices. (Living and Growing Unit 3 activity 22) I can identify ways in which the media can stereotype. (Healthwise SRE p79 Media advertising images) I can explore song lyrics. (Living and Growing

		Unit 3 activity 18) I can explore how soaps portray relationships. (Living and Growing Unit 3 activity 17)
C2	Know the body changes that will take place at puberty.	I can explain the changes that will take place in girls and boys bodies during puberty. (Living and Growing Unit 3 activities 1, 7, 9) I understand what menstruation is. (Living and Growing Unit 3 activities 2 & 3) I understand what wet dreams are. (Living and Growing Unit 3 activity 22) I am learning how to manage changes and puberty and support others to do the same. (Living and Growing Unit 3 activities 4,12,16 & 24)
C3	Know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships, marriage.	I understand how pregnancy happens and I am beginning to understand how to prevent a pregnancy. (Living and Growing Unit 3 activity 6 & 23, Healthwise SRE p55) I know what is involved in looking after a baby. (Healthwise SRE p56) I can tell you what the age of consent is. (Healthwise SRE p62 The law and sex)
C9	Know about personal safety including what kind of physical contact is acceptable.	I know what masturbation is, that it should be done in private and that there are different views of this. (Healthwise SRE p71) I know what physical contact is unwanted and I know ways of resisting it. (Healthwise SRE p65 & 66)
C11	Develop the confidence to talk about personal health related issues.	I am able to give definitions of words related to puberty and sex and relationships. (Healthwise SRE p73)
D1	To know about different types of relationship, including marriage and to understand more about the benefits of positive, caring relationships and the sometimes changing nature of those relationships.	I can understand when breaking friends might be the best thing to do. (SEAL R p25) I can explore what is meant by love, attraction and sexual relationships. (Healthwise SRE p40 & 61, Living and Growing Unit 2 activity 20) I know what makes a good parent or carer. (Healthwise SRE p42 What makes a good parent/carer?) I am able to describe some of the reasons why people choose to get married. (Living and Growing Unit 3 activity 21) I know that family relationships can change. (Healthwise SRE p42) I know what the key terms are for describing different sexual orientations. (Healthwise SRE p68)

Appendix C – Ground Rules

The handbook for the *Certification of the teaching of PSHE* programme contains useful standards that provide a good checklist for the teaching of PSHE and SRE. This can be downloaded from www.teachernet.gov.uk/PSHE.

Ground Rules

Some examples of SRE ground rules. It is a good idea to try and have no more than five, as any more will prove difficult to remember and uphold.

- Be kind to each other...therefore no put downs
- No personal questions
- Listen to each other
- Be honest...therefore say what you feel and believe and not what you think you should say, e.g. for the teacher or your friends
- Have fun
- Join in if you can... therefore you can pass
- Keep confidentiality
- Use words we all feel comfortable with

Differentiated Teaching

Differentiated teaching is one way of meeting the needs of all pupils. Differentiated teaching will be achieved in a number of ways:

- Tasks designed to enable each pupil to achieve at their own level.
- Extension activities for those who have achieved the first tasks to be given an opportunity to develop their understanding.
- Teaching Assistants or school nurse can work alongside the teacher to support those who are struggling with the work.
- The use of different resources according to ability.
- Grouping by ability such as mixed ability groups or same level ability groups depending on the task set.
- Active tasks, which do not always involve reading, writing or verbal skills.

Appendix D – Example Questionnaire for Parents/Carers and Children

Sex and Relationship Education

In the next few weeks, the PSHE Curriculum will be focusing on Sex and Relationship. We would be very grateful if you could complete and return this to school. This will help us to support the needs of your children.

1. Do you have a son or daughter at the school?

- Daughter Son Both

2. Are you aware of the school's Sex and Relationship education policy?

- I have seen it I have heard about it
 I do not know about it I would like to know about it

3. Do you feel able to talk with your child or children about sexual matters?

- Easily Not very easily
 Depends on topic Not at all

4. What areas of Sex and Relationship education do you feel the school should cover? (Please state them)

5. Please explain any concerns that you may have about Sex and Relationship education in our school?

6. Is there any support you would like from the school in talking to your child or children about Sex and Relationships? (Please state, although we may not be able to offer all the support requested.)

Thank You for Your Help

Appendix E – Specific Issues and LA suggestions for responding to Children’s questions

As stated in the example policy, what constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context. These are some suggestions for an approach on these issues and a way of responding to questions that take into account different views held, however, to develop confidence and consistency in SRE, schools will need to explore and agree how they will address these issues with all staff. It may help to remember that in responding to questions from pupils respond specifically and unless appropriate to an individual’s circumstances refrain from elaborating. Staff should try to anticipate which issues might come up in a lesson and consider how they might respond.

The Sexual Offences Act 2003, does not have any bearing on the delivery of effective SRE that corrects misinformation and provides children and young people with the information that they require in an age and maturity appropriate manner.

The specific issues are listed in alphabetical order and the page numbers refer to *Sex and Relationship Education; Guidance for Schools, 2003*

Abortion

This will not be delivered as part of the primary school curriculum but may be in response to children’s questions.

Abortion is a way of ending a pregnancy. People have different reasons for ending a pregnancy, and make their own choice for their own reasons. Some religions do not believe people should have abortions. Abortion can be through a tablet or small operation. People may feel sad afterwards.

Contraception

Consider the opportunity to begin to introduce this issue in brief and simple terms in the year 6 curriculum. It need only take 5/10 minutes explanation.

Many people have sex for pleasure and enjoyment and they do not always wish to have a baby at that time. They can choose different ways to do this (stop conception). Different religions have different views on this but you will look at this again later on at secondary school.

Erections

This should be included within the SRE programme and opportunities for gender specific sessions could provide opportunities for boys to allay anxieties around puberty.

An erection is when the penis becomes hard. It can happen at any time, especially around puberty. It is common and not something to worry about. Semen and urine cannot be leaked at the same time.

Marriage and Family Life

Discussion of marriage will be delivered within the context of the SRE and RE programmes, but should be delivered with awareness and sensitivity to the diversity of children’s backgrounds and home circumstances.

The DfEE SRE guidance states, ‘*Within the context of talking about relationships, children should be taught about the nature of marriage and its importance for family life and for bringing up children. The Government recognises that there are strong and mutually supportive relationships outside marriage. Therefore, children should learn the significance of marriage and stable relationships as key building*

blocks of community and society. Teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances’.

Furthermore, The Civil Partnership Act 2004 came into operation on 5 December 2005 and enables a same-sex couple to register as civil partners of each other. In response to a question on marriage or when discussing the issue the following may be helpful:

Marriage has always been a part of our society although people’s reasons for getting married may have changed over time. It is a positive choice that some people make to recognise their caring, supportive, and committed relationship. It is usually a reflection of personal and/or religious beliefs. There are other ways of having caring, supportive, and committed relationships as in living together. Just recently the law changed to allow Civil Partnerships to take place between two men or two women.

It is important to emphasise it is the quality of the relationship that matters.

Masturbation

Consideration should be given to including masturbation in the year 5/6 curriculum. Discussions about masturbation and wet dreams could be given time within the single gender sessions. It is important that the clitoris and masturbation for girls is acknowledged.

Masturbation is the touching or stroking of certain parts of the body (sexual parts). It may be for excitement, enjoyment, or relaxation. It is something that is done privately. It does not do you any harm. Not everyone does it. Some religions believe you should not do it. If this is what you think your religion says you will need to try and talk to someone in your family (e.g. parent, older brother/sister). You can have a chat with me (or suggest someone else e.g. school nurse) after class or later (specify a time).

Menstruation

This issue should be explored in depth in years 5/6 with single gender discussion on dealing with periods. Menstruation should also be covered lower down the school (year 3/4) as the onset of menstruation can happen at age 8 or 9.

Menstruation, often called ‘having a period’ is when there is a natural and normal loss of blood over a few days. Blood comes out through the vagina. A sanitary towel or tampon catches the blood. The blood is the lining of the womb that has developed when the body is getting ready to have a baby. Most girls start to have periods between the ages of 9 and 17, most often around 12 to 14 years old. Women have periods until they are around 50 years old.

Miscarriage

This will not be delivered as part of the curriculum but maybe in response to children’s questions.

A miscarriage is when a pregnancy ends early and the baby dies. It is very common. It may be a sad and difficult time.

Personal Hygiene

This should be part of the PSHE curriculum from the early years and can be explored within the context of keeping clean and healthy. It is helpful to include for girls wiping their bottom from front to back to prevent infection. When exploring puberty in KS2 it will be useful to look at why teenagers need to wash certain parts of their body very carefully, e.g. armpits because of sweating. It is helpful to include for boys cleaning behind the foreskin.

Sexual Orientation

The focus in the SRE programme is on building self-esteem and respect for self; valuing caring, loving and healthy relationships; avoiding prejudice and discrimination; and providing information and understanding to enable informed decisions. Assumptions should not be made about the future sexual orientation of pupils or their families.

'Young people, whatever their developing sexuality, need to feel that Sex and Relationship education is relevant to them and sensitive to their needs. Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.' - DfEE SRE Guidance 2000.

Section 28 of the Local Government Act 1988, was repealed in September 2003.

The law has recently changed to legalise sexual activity between men at the age of 16. Addressing issues of sexual identity and orientation need to be supported by a school's *Anti-Bullying Policy* and DfEE Social Inclusion: Pupil Support Circular 10/99. This circular makes it clear not to accept homophobic bullying and respond to it in line with dealing with other forms of bullying, e.g. racial.

In response to a question on sexual orientation the following maybe helpful:

Girls and boys may have good friends of both sexes. We all have sexual feelings of attraction and sometimes this maybe with people of a different sex/gender and sometimes of the same sex/gender. Some religions may have clear beliefs on this and it may be helpful to try to talk to someone in your family or a good friend if you are unsure. You can have a chat with me (or suggest someone else e.g. school nurse) after class or later (specify a time).

Sexual Intercourse

This should be explored beginning in year3/4 as part of the science curriculum and PSHCE curriculum.

Sexual intercourse should be a pleasurable activity between two people who love and care for each other and want to give each other pleasure and or have a baby. It involves cuddling and kissing but not like kissing family and friends. The man's penis gets stiffer and slides inside the woman's vagina. Some people wait until they are married and others do not. Some religions believe you should only have sexual intercourse when you are married and want to have children. It is not something you do until you are older (it is against the law to have sexual intercourse before the age of 16) and it is better if it is with someone you know very well, trust and want to spend more of your time with.

Sexually Transmitted Infections, HIV/AIDS

Within the context of keeping healthy and safe and having positive healthy sexual relationships (in the future), this area could be explored, typically within a science lesson. Therefore, a session that considered the transmission of illnesses and diseases could look at risky behaviour e.g. not mixing or touching other people's blood.

There are a number of diseases that can be passed from one person to another during sexual intercourse. There are ways that people can protect themselves and you will have the chance to look at this in more detail in secondary school. HIV (human immunodeficiency virus) is the virus that causes AIDS. People may not know about it until many years after being infected. The virus enters the blood and can be carried in four body fluids: blood, semen, breast milk, and vaginal fluid. It is difficult to catch; it is not possible to catch just through touching a person with HIV or AIDS. However it is very serious and there is no cure so we should protect ourselves from the virus, e.g. when someone is old enough to have a sexual relationship using a condom.

Wet Dreams

Discussions about masturbation and wet dreams may be explored within the years 5/6 curriculum and be given time within the single gender sessions.

At night while sleeping, semen may come out of a boy's penis. It is a sign of his body growing, especially at puberty. It is not something to worry about and do not worry if you do not have them. We grow at different times.