



Sex and Relationship Education (SRE)

Our provision for this area within Landywood follows the recommendations as laid down by Ofsted, Department for Education, Human Rights, The Children's Act and Every Child Matters.

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding and importance of marriage, family life, stable and loving relationships, respect, love and care.

It is also about the teaching of sex, sexuality and sexual health. It is **not** about the promotion of sexual orientation or sexual activity, this would be inappropriate teaching.

SRE provides knowledge and skills to develop emotional understanding within a framework of attitudes and values.

SRE gives pupils the opportunities to learn accurate and unbiased knowledge. It will also give opportunities to explore and respect both their own and others' opinions, attitudes and values.



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SRE is inclusive of all students: they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect.

SRE is based within Science and Life Education. Any topics covered as part of the Science curriculum are statutory. This includes:

KS1:

That animals and humans grow and reproduce

To recognise and name the main external parts of their bodies

To recognise similarities and difference between themselves and others and to treat each other with sensitivity

That humans produce offspring and that these grow into adults

KS2

The life processes common to humans including growth and reproduction

The main stages of the life cycle (including puberty)



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Aims and objectives of SRE at Landywood:-

- SRE is a gradual developmental process that is supported by a partnership between home and school.
- To provide pupils with better relationship skills.
- To help young people to respect themselves and others.
- To support pupils through their physical, emotional and moral development.
- To develop skills and understanding to enable pupils to make healthy, informed, responsible choices about their health and well-being.
- To help pupils understand the significance of marriage and stable relationships and its importance for family life. ***Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances***
- To provide pupils with an understanding of prejudice and its negative effects.
- To ensure that pupils are capable of seeking help and advice when they need to.
- To make pupils aware of and challenge the messages they receive from the media.
- To develop pupil awareness of the right they have over their own body.



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SRE is covered within the four main strands of PSHE:

- Developing confidence and responsibility and making the most of their abilities
- Preparing children to play an active role as citizens
- Developing a healthy safer lifestyle
- Developing good relationships and respecting the differences between people

The relationships, safety and emotional aspects of SRE will be covered throughout the school from Reception through to year 6. Body awareness including hygiene and naming body parts will also start in Reception. SRE will be covered within our Life Education programme and supported through Science from Year 5.

Year 5: In depth teaching on puberty. As part of Science an introduction to human lifecycles including reproduction, pregnancy and birth, this includes a basic discussion on sexual reproduction.

Year 6: Recap on puberty and reproduction and discussion on the responsibilities, consequences and choices involved as they grow up.



Sex and Relationship Education (SRE)

We teach SRE in a variety of ways:

- *In circle time*
- *Through assemblies*
- *Through Life Education, Science, RE and other curriculum areas*
- *Outside visitors*
- *School trips*
- *Play time*

SRE will be taught by the appropriate staff. All staff will be supported in this work with opportunities for team teaching, which will need to be planned and agreed in advance. The teaching of SRE will be flexible enough to take into account the needs of individual year groups. Single sex teaching may be used for some SRE lessons, however both boys and girls will receive the same curriculum.



Sex and Relationship Education (SRE)

Confidentiality and Child protection

100% confidentiality cannot be offered to any child. If any child protection issues arise all staff and people working within the school must follow Child Protection Procedures and inform the Designated Senior Teacher for Child protection.

All visitors will work within the policy framework. A teacher will be present at all times.

School will follow LA guidelines and will contact LA team if in doubt about the suitability of any programmes.

Information sharing

Parents are requested to share with Mrs Welsby any relevant, sensitive information which could have an impact during SRE lessons. By sharing such information confidentially the learning experience will be more positive. Examples of such referrals could include; marriage difficulties and deaths within the family.



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We aim to support parents in this role, therefore parental views were integral to the development of the policy and schemes of work and children will be encouraged to talk to parents after any SRE lessons.

Parents will be specifically informed through a letter about SRE lessons and be provided with the opportunity to discuss and view the specific teaching content.

Parents have the right to withdraw their children from parts of SRE provided at school except for those parts included in the statutory national curriculum.



Sex and Relationship Education (SRE)

Overview of SRE at Landywood Primary

Year 1

How are we all different & diversity
Appropriate clothing for different places & people
What is a need?
How my needs have changed
Needs change as we grow older

Year 2

Importance of personal hygiene & external body parts
What is a family & the needs of a family
What do we need to keep safe from
Names for parts of the body & genetic make up
Friendships



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Overview of SRE at Landywood Primary

Year 3

What friendship means

What is a family & what are the needs of a family?

How are genders stereotyped & how does this affect me?

Why consent is important in relationships

Names for the parts of the body

Personal hygiene

Year 4

What makes a good friend & how to be a good friend

How do friendships change and how do I cope with this?

Differences between hurt bodies & hurt feelings

How do families change & how do changes make us feel?

What is safe and unsafe touching?



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Overview of SRE at Landywood Primary

Year 5 (GG = gender group lesson)

How do my relationships with people differ?

What does caring look like within a family?

How & why have my needs changed since birth & what are the physical changes during puberty?

What hygiene resources are needed during puberty? (GG)

Myths & concerns about puberty

Year 6

How do I keep myself safe?

Appropriate vocabulary for sexual parts of the body & their functions

Gender stereotypes & how do they affect me

What is sexuality?

What is meant by the term 'family' and diversity in family set-ups

What is attraction



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Sex and Relationships Education Year 6			
Session	Learning Intentions	Key Questions in Italics and Suggested Activities	Resources
1 Whole class	<p>Knowledge – to know:</p> <ul style="list-style-type: none"> • That everyone has a right to feel safe • That there are people who can support you <p>Understanding – to understand:</p> <ul style="list-style-type: none"> • How to keep safe <p>Skills – to be able to:</p> <ul style="list-style-type: none"> • Be assertive • Express opinions • Assess risks <p>Attitudes – to consider:</p> <ul style="list-style-type: none"> • Peer value systems • The need for personal safety • Developing a positive approach to personal safety and risk taking 	<p><i>How do I keep myself safe?</i></p> <p>Opening Activity Play crocodiles or murder in the dark or another game which may evoke a sense of fear in the pupils. Ask them how they felt. Small groups draw on a body outline all the symptoms of feeling scared. Feedback to class</p> <p>Main Activity Put up signs saying fun to be scared and feeling unsafe. Read out scenarios and ask pupils to stand where they feel. Talk about the difference between feeling unsafe and doing it for fun. Draw out that it is time, choice and control, the fun stuff will end. The reason why they drew the bodies was to recognise fear in their bodies and know when they need to do something to keep themselves safe. Give some examples for children to consider e.g. someone waiting to get them after school. Ask pupils to think of their feelings, options and consequences. Draw out that feelings are feelings, behaviour is a choice and choices have consequences.</p>	<p>Posters saying "fun to be scared" and "feeling unsafe" Scenarios: Going on a roller coaster Walking home alone in the dark Getting home and no-one answers the door Watching a horror film Climbing up a tree</p>