



# Moor First School

## Sex and Relationships Education

**‘Together we unlock potential and learn for life’**

### 1. Purpose of the SRE policy

The purpose of this policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching SRE
- Enable parents and carers to support their children in learning about SRE

### 2. Links to other policies and curriculum ideas

This policy links to the Science curriculum, PSHE curriculum, the Safeguarding and Child Protection policy and our single Equality scheme. We aim to teach as much content as is possible through the science and PSHE curriculums to make learning real and relevant.

### 3. Definition of SRE

Sex and relationship Education is not just about learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain trusting relationships** with others and to **feel good about themselves** and **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

### 4. Why teach SRE at a First school?

- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices
- It helps make sense of misinformation in the media and from peers

- It provides an opportunity to talk about feelings and relationships in a safe environment
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy, trusting relationships.
- It protects children from sexual exploitation and inappropriate on-line content
- It provides an age appropriate response to children's needs in an ever-changing society

Parents/carers have the right to withdraw their children from SRE, apart from the statutory aspects of the national curriculum. This means that parents and carers cannot withdraw their children from SRE aspects of the science national curriculum, or the relationship and health elements of PSHE from September 2020.

## 5. Right to withdraw

<u>Statutory / No right to withdraw</u>	<u>Non – Statutory / Right to withdraw</u>
Science Curriculum – SRE elements	2020 onwards – PSHE Curriculum – SRE elements not within the Science Curriculum
2020 onwards: PSHE Curriculum - Health and Relationships elements	'Living in the Wider World' Theme of PSHE.

Parents/carers have the right to withdraw their children from SRE, apart from the statutory aspects of the national curriculum. This means that parents and carers cannot withdraw their children from SRE aspects of the science national curriculum.

From September 2020, **health and relationship elements** within the PSHE curriculum will also be statutory.

SRE elements taught through the PSHE curriculum however which are **not** within science curriculum, remain non-statutory with the right to withdraw a child.

This is in line with DfE statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education.

## 6. Content and Organisation of the Programme

### *Where is SRE taught?*

From September 2019, SRE will be taught through a planned programme in PSHE as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils.

**The following appendix provides more detail regarding curriculum coverage. Our curriculum is based on the PSHE Association scheme of work, supported by the publication/resource Teaching SRE with confidence in Primary schools" (4<sup>th</sup> edition) where necessary.**

This policy will be reviewed along with the policy for PSHE on a three yearly cycle; or when updates are required.  
The next policy review will be the Spring Term 2023.

**This policy was approved by the Governing Body of Moor First School at their meeting on:**

Signed ..... Chair of Governors

Signed ..... Head Teacher

Signed ..... Curriculum Leader

**Appendix 1 : SRE curriculum overview: “Teaching SRE with confidence in Primary schools” (4<sup>th</sup> edition**

**Foundation**

<b>Early Learning Goals Prime Areas</b>  Physical Development Health and self-care	<b>Learning Intentions and Learning Outcomes</b>  Learning Intention To consider the routines and patterns of a typical day  Learning Outcomes Understand some areas in which the children can look after themselves e.g. dressing and undressing
  Physical Development Health and self-care	  Learning Intention To understand why hygiene is important  Learning Outcomes Explain why it is important to keep clean Understand some basic hygiene routines
  Personal, Social and Emotional Development Making Relationships	  Learning Intention To recognise that all families are different  Learning Outcomes Identify different members of the family Understand how members of a family can help each other

## Year 1

### **PSHE Programme of Study Core Theme 1: Health and Wellbeing**

- the importance of and how to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them

### **Learning Intentions and Learning Outcomes**

#### **Learning Intention**

To understand some basic hygiene principles

#### **Learning Outcomes**

Know how to keep clean and look after oneself

#### **Learning Intention**

To introduce the concept of growing and changing

#### **Learning Outcomes**

Understand that babies become children and then adults

Know the differences between boy and girl babies

#### **Learning Intention**

To explore different types of families and who to ask for help

#### **Learning Outcomes**

Know there are different types of families

Know which people we can ask for help

**PSHE  
Programme of Study  
Core Theme 1: Health and  
Wellbeing**

- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

**Science Attainment  
Targets**

- notice that animals, including humans, have offspring which grow into adults

**Learning Intentions  
and Learning Outcomes**

**Learning Intention**

To introduce the concept of male and female and gender stereotypes

To identify differences between males and females

**Learning Outcomes**

Understand that some people have fixed ideas about what boys and girls can do

Describe the difference between male and female babies

**Learning Intention**

To explore some of the differences between males and females and to understand how this is part of the lifecycle

**Learning Outcomes**

Describe some differences between male and female animals

Understand that making a new life needs a male and a female

**Learning Intention**

To focus on sexual difference and name body parts

**Learning Outcomes**

Describe the physical differences between males and females

Name the male and female body parts

## Year 3

### **PSHE**

#### **Programme of Study**

#### **Core Theme 1:**

##### **Health and Wellbeing**

- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- 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

#### **Core Theme 2:**

##### **Relationships**

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to judge what kind of physical contact is acceptable or unacceptable and how to respond

### **Learning Intentions**

#### **and Learning Outcomes**

##### **Learning Intention**

To explore the differences between males and females and to name the body parts

##### **Learning Outcomes**

Know some differences and similarities between males and females

Name male and female body parts using agreed words

##### **Learning Intention**

To consider touch and to know that a person has the right to say what they like and dislike

##### **Learning Outcomes**

Identify different types of touch that people like and do not like

Understand personal space

Talk about ways of dealing with unwanted touch

##### **Learning Intention**

To explore different types of families and who to go to for help and support

##### **Learning Outcomes**

Understand that all families are different and have different family members

Identify who to go to for help and support

## Year 4

### **PSHE**

#### **Programme of Study**

##### **Core Theme 1:**

##### **Health and Wellbeing**

- how their body will, and emotions may, change as they approach and move through puberty

- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

- about human reproduction

##### **Science Attainment**

##### **Targets**

- describe the changes as humans develop to old age

### **Learning Intentions**

#### **and Learning Outcomes**

##### **Learning Intention**

To explore the human lifecycle

##### **Learning Outcomes**

Describe the main stages of the human lifecycle

Describe the body changes that happen when a child grows up

##### **Learning Intention**

To identify some basic facts about puberty

##### **Learning Outcomes**

Discuss male and female body parts using agreed words

Know some of the changes which happen to the body during puberty

##### **Learning Intention**

To explore how puberty is linked to reproduction

##### **Learning Outcomes**

Know about the physical and emotional changes that happen in puberty

Understand that children change into adults so that they are able to reproduce



