



Moor First School

1. Purpose of the SRE Policy

The purpose of the 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 areas

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 of the 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 the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

4. Why teach SRE at primary 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 the 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" (4th edition) where necessary.

Appendix 1 : SRE curriculum overview “Teaching SRE with confidence in Primary Schools (4th edition)”

Foundation

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

Yr1

PSHE Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes
<ul style="list-style-type: none"> 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 	<p>Learning Intention To understand some basic hygiene principles</p> <p>Learning Outcomes Know how to keep clean and look after oneself</p>
	<p>Learning Intention To introduce the concept of growing and changing</p> <p>Learning Outcomes Understand that babies become children and then adults Know the differences between boy and girl babies</p>
	<p>Learning Intention To explore different types of families and who to ask for help</p> <p>Learning Outcomes Know there are different types of families Know which people we can ask for help</p>

Yr2

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

Yr3

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

Yr4

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

Yr5

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

Core Theme 2: Relationships

- to feel confident to raise their own concerns, to recognise and care about other people's feelings

Science Attainment Targets

- describe the changes as humans develop to old age

Learning Intentions and Learning Outcomes

Learning Intention

To explore the emotional and physical changes occurring in puberty

Learning Outcomes

Explain the main physical and emotional changes that happen during puberty

Ask questions about puberty with confidence

Learning Intention

To understand male and female puberty changes in more detail

Learning Outcomes

Understand how puberty affects the reproductive organs

Describe how to manage physical and emotional changes

Learning Intention

To explore the impact of puberty on the body & the importance of hygiene

To explore ways to get support during puberty

Learning Outcomes

Explain how to keep clean during puberty

Explain how emotions change during puberty

Know how to get support and help during puberty

Yr6

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
- about human reproduction
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

Core theme 2: Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to recognise what constitutes positive healthy relationships and develop the skills to form them

Learning Intentions and Learning Outcomes

Learning Intention

To consider puberty and reproduction

Learning Outcomes

Describe how and why the body changes during puberty in preparation for reproduction

Talk about puberty and reproduction with confidence

Learning Intention

Consider physical & emotional behaviour in relationships

Learning Outcomes

Discuss different types of adult relationships with confidence

Know what form of touching is appropriate

Learning Intention

To explore the process of conception and pregnancy

Learning Outcomes

Describe the decisions that have to be made before having a baby

Know some basic facts about pregnancy and conception

Learning Intention

To explore positive and negative ways of communicating in a relationship

Learning Outcomes

To have considered when it is appropriate to share personal/private information in a relationship

To know how and where to get support if an online relationship goes wrong

Appendix 2: Overview of learning opportunities taken from the PSHE Association scheme of work

KEY STAGES 1 & 2

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Suggested learning opportunities - Core Theme 1. Health and wellbeing

KEY STAGE 1

Pupils should have the opportunity to learn:

- H1.** what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- H2.** to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- H3.** to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

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- H4.** about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- H5.** about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- H6.** the importance of, and how to, maintain personal hygiene
- H7.** how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- H8.** about the process of growing from young to old and how people's needs change
- H9.** about growing and changing and new opportunities and responsibilities that increasing independence may bring
- H10.** the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- H11.** that household products, including medicines, can be harmful if not used properly
- H12.** rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- H13.** about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- H14.** about the ways that pupils can help the people who look after them to more easily protect them
- H15.** to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets

January 2017 addition:

- H16.** what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

KEY STAGE 2

Building on Key Stage 1, pupils should have the opportunity to learn:

- H1. what positively and negatively affects their physical, mental and emotional health
- H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
- H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'
- H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
- H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
- H15. school rules about health and safety, basic emergency aid procedures, where and how to get help
- H16. what is meant by the term 'habit' and why habits can be hard to change
- H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
- H18. how their body will, and their emotions may, change as they approach and move through puberty
- H19. about human reproduction
- H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
- H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the [Bikeability programme](#)), and safety in the environment (including rail, water and fire safety)
- H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

January 2017 addition:

- H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
 - H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request
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KEY STAGE 2

Building on Key Stage 1, pupils should have the opportunity to learn:

- R1.** to recognise and respond appropriately to a wider range of feelings in others
- R2.** to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- R3.** to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- R4.** to recognise different types of relationship, including those between acquaintances, friends, relatives and families
- R5.** that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- R6.** that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- R7.** that their actions affect themselves and others
- R8.** to judge what kind of physical contact is acceptable or unacceptable and how to respond
- R9.** the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- R10.** to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- R11.** to work collaboratively towards shared goals
- R12.** to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- R13.** 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 (see 'protected characteristics' in the [Equality Act 2010](#))
- R14.** to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
- R15.** to recognise and manage 'dares'
- R16.** to recognise and challenge stereotypes
- R17.** about the difference between, and the terms associated with, sex, gender identity and sexual orientation
- R18.** how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

January 2017 additions:

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- R12.** to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
 - R13.** to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
 - R14.** strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
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- R19.** that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
 - R20.** that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
 - R21.** to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
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