

# **Townley School and Pre-School**



## **Sex and Relationships Education Policy July 2019**

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## **Section 1 - Preliminaries**

### **a) Participating Schools**

This policy is shared by all schools in the East Cambs and Fenland area of Cambridgeshire.

### **b) East Cambs and Fenland Partnership Group**

These people have participated in developing the shared entitlements and statements in Section 2. They represent a wide range of organisations in the East Cambs and Fenland community.

Penny Andrews, Youth Service

Meg Battersby, Sexual Health Outreach Worker for Looked After Children

Stephanie Enson, School Health

Diane Fenner, PSHE Service

Gill Hanby, PSHE Service

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Further guidance has been offered by:

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Bethan Rees, Cambridgeshire Race, Equality and Diversity Service

Christine Welburn, Education Child Protection



## Section 2 – The Community Sex and Relationships Education Policy

### a) Introduction

The aim of the Community SRE Programme is to develop and improve the provision of SRE in East Cambs and Fenland schools with the support of their local communities. This is part of a Cambridgeshire wide programme to produce shared SRE policies.

The aim of this Community SRE Policy is to provide schools with structured guidance and agreed entitlements, which have been developed by local partnerships.

We will achieve these aims by:

- Working together to ensure that young people receive their entitlement to effective SRE according to their needs and those of their communities
- Working in partnership to build a shared understanding of good and effective SRE within the East Cambs and Fenland community
- Enabling schools to review, evaluate and develop their SRE policy and practice.

SRE is part of the wider agenda of promoting positive sexual health for young people, which is the responsibility of many organisations in Cambridgeshire. The Community SRE programme will contribute towards a range of national and local strategies, such as:

- Choosing Health
- Every Child Matters
- National Healthy Schools Status
- Cambridgeshire Teenage Pregnancy Strategy
- Sexual Health Strategies
- Your Health, Your Care, Your Say

### b) Our Shared Beliefs about SRE

- SRE is lifelong learning about ourselves- our emotions, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts in the community: at home, at school and in youth settings.
- SRE is an entitlement for all young people. Gender, cultural diversity, family background and sexuality must all be taken into account when this entitlement is being delivered.
- SRE is most effective when provided in a wider context of social and emotional development. In schools, successful SRE is firmly rooted in PSHE, supported by cross-curricular provision.
- SRE empowers young people to make informed choices through gaining information, developing skills and exploring attitudes and values.
- SRE is responsive to the specific needs of young people.



Items in the first row of PSHE are most likely to be delivered in an SRE unit.

Items in the second row of PSHE are most likely to be delivered in other areas of PSHE, such as 'My Relationships'.

### c) Entitlements

Schools and their partners are committed to working towards the implementation and development of the entitlements relevant to their organisation.

**Young people** are entitled to:

- High quality information which is up-to-date, relevant to their needs, appropriate to their maturity levels and in an accessible format
- Be listened to in a non-judgemental way and to be taken seriously and respected
- Be supported in accessing specialist services and other support and guidance available to them
- Have confidentiality boundaries explained clearly to them and to be told about services where different levels of confidentiality are available
- Access an SRE programme which is interesting, engaging, relevant and responsive to their needs
- Participate in forming the programme of SRE
- Services which have been tailored to their particular needs.

**Adults working with and for young people** are entitled to:

- Relevant, appropriate and timely information and training to enable them to make effective contributions to meeting the entitlement provision for SRE
- Clear understanding of how they contribute to delivering SRE, especially when organisations are working together
- Opportunities to explore the boundaries within which they operate
- Access supervision or professional direction from a named person within their organisation
- Express their views on the development of policy and practice
- Benefit from and contribute to the sharing of good practice.

**Parents, carers and other adults in the community** are entitled to:

- Information which is accurate, up-to-date and accessible and which acknowledges difference and diversity
- A safe environment where their child's individuality is respected and their views are accommodated and valued
- Understand the value of their role in supporting their child in all aspects of social and emotional development
- Understand the range and breadth of the SRE Curriculum to which their children are entitled
- Feel welcome to engage with the school in discussions about their rights and their child's rights and needs in SRE
- Know which member of the governing body to contact regarding SRE.

### d) Entitlement Curriculum



Items in the first row of PSHE are most likely to be delivered in an SRE unit.

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The Entitlement Curriculum for SRE is included in this policy (Section 5A). It describes the elements of SRE which will be taught at or by the age groups described. The Entitlement Curriculum is wholly consistent with the National Curriculum and DfES guidance. It is fully supported by the Cambridgeshire Primary PSHE Scheme of Work and the Cambridgeshire Personal Development Programme for Secondary Schools.

### **e) Implementation and Review**

Schools and partners are committed to working towards the delivery of the Entitlements listed in this policy and the provision of SRE as described.

- Each school and partner organisation will reflect on their contribution to the provision of the Entitlements and seek to develop this.
- Each school and partner organisation will continue to work in partnership to ensure the delivery of SRE for young people in their care.
- The policy will be reviewed collectively at agreed intervals.



## Section 3 –Implementing the Community SRE Policy in Our School

### a) Introduction

Our work in SRE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupil's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We prepare our pupils to confidently meet the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide young people, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our young people to learn to respect themselves and others and move safely from childhood into adolescence.
- We create a wider awareness of religious moral and cultural values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life.

Other school policies are relevant to our provision of SRE: PSHE and Citizenship, Child Protection, Equality, Confidentiality, Behaviour, Anti-bullying. This SRE policy will be made available to staff in the policy folder and on the school website.

This policy is consistent with national guidance, in particular 'Sex and Relationship Education Guidance' DfEE 2000. It also reflects recommendations from OfSTED, the National Healthy Schools Standards and the views of Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: National Healthy Schools Programme, development of School-based Health Services, Social and Emotional Aspects of Learning (SEAL) Programme, Continuing Professional Development for teachers of PSHE.

This part of our SRE policy is the responsibility of the governing body and has been devised by the PSHE Co-ordinator reviewed by staff and discussed with the HPS working group of staff, governors and parents. It was discussed and ratified by the school governors on 1/6/06.

### b) Our Aims for SRE

All adults will work towards achieving these aims for SRE in our school. We seek to enable young people to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage or other stable relationships and family life as a positive environment for bringing up children



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- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- value, care for and respect their bodies
- be aware of and enjoy their developing sexuality
- access additional advice and support

### **c) Delivering Entitlement Curriculum for SRE in our School**

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider the needs of individuals when planning SRE.

We consider SRE to be a continuous process of learning, as described in the Entitlement Curriculum for SRE. All adults working with young people have a part to play in supporting its delivery.

The objectives of the SRE Curriculum will be primarily delivered in:

- PSHE through designated lessons, circle time, focused events, health weeks, conference days
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment Activities, especially our assembly programme, visits from the Life Education Centre, social skills groups, involvement in schools trips and adventurous activities

Specific Units of Work on SRE are planned into our teaching programme at YR, Y1, Y3, and Y5. (As described in our PSHE Topic Map/ Personal Development Programme Plans).

We understand that at times young people will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of young people more effectively.

### **d) Responsibilities for Curriculum Delivery and Policy Implementation**



Items in the first row of PSHE are most likely to be delivered in an SRE unit.

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- We regard it as the shared responsibility of all adults working within the school to respond appropriately to a young person's request for information and advice. All staff will be aware of the guidance on responding to young people's questions and will be encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by class teachers.
- Those delivering SRE will have responsibility for assessing young people's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.
- The PSHE Co-ordinator is responsible for reviewing and evaluating SRE at our school. The PSHE Co-ordinator is accountable to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the Entitlement Curriculum by the PSHE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with the PSHE Service, plan INSET to meet staff needs and liaise with visitors who support the delivery of SRE.
- Governors hold responsibility for the SRE policy and will be assisted in implementing and monitoring it by the PSHE Co-ordinator and Head Teacher.

#### **d) i) Teaching Methodologies**

**Ground Rules:** It is essential that SRE is carried out in a safe, non-judgemental environment where adults and young people are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

**Answering Questions:** We acknowledge that sensitive and potentially difficult issues will arise in SRE as young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for SRE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents or other sources of support, such as health professionals. When answering questions, we shall ensure that personal revelation of sexual behaviour or attitudes by adults, pupils or about their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated Child Protection officer, in line with school policy.

**Distancing Techniques:** In order to reduce embarrassment and protect young people's privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without reference to personal experience. For example, we will use fiction, puppets, case studies, role-play, videos and theatre in education to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

#### **e) Inclusion**



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We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, culture, ethnic origin, religious beliefs, learning needs (including those of bilingual learners) and sexual orientation when planning and delivering SRE.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and, in acknowledging different experiences, views and beliefs, seek to promote understanding and appreciation.

In order to ensure the SRE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage exploitation.
- We will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to SRE. We will review our SRE provision to ensure that all those with additional needs are provided for. When working with young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and body image
- The need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- The management of personal care
- Clarity about sources of support for pupils.

## **f) Resources**

We will primarily use the Cambridgeshire PSHE Scheme of Work/ Cambridgeshire Personal Development Programme and the resources recommended within it when planning and delivering the SRE Entitlement Curriculum. We will avoid a 'resource led' approach to delivering SRE, instead focusing on our planned learning objectives. We will carefully evaluate teacher resources, leaflets or videos, before using them. We will select resources which:

- Are consistent with the Entitlement Curriculum for SRE
- Relate to the agreed aims and objectives of this policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the young people
- Appeal to adults and young people
- Are up-to-date in factual content
- Are produced by a reputable organisation



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- Do not show unfair bias e.g. towards a commercial product
- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning
- Conform to the legal requirements of SRE.

### **g) Visitors and Community Agencies Supporting SRE in Schools**

In our school, we believe that SRE is most effectively taught by those who know our young people well and are aware of their needs. We encourage a diverse range of visitors to our school who may complement, but never substitute or replace, planned provision. We will work closely with visitors to ensure that the needs of our young people are met.

We will follow this agreed Code of Practice:

- Visitors will never be asked to carry out the teacher's role in the care and management of pupils.
- Visitors will not be asked to work alone with pupils, but will accompanied by a member of staff when working with a class/group.
- All visitors will work within the school's Child Protection policy.
- All visitors supporting the school in the provision of SRE will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the teacher or PSHE Co-ordinator, taking account of the age and needs of the group and the context of the work within the PSHE programme.
- Visitors will be reminded that whilst contributing to the planned SRE Curriculum (i.e. in a teacher's role), they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator or a lead teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

### **h) Confidentiality**

In our school we have a clear and explicit confidentiality policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers in the School brochure.

- Staff are unable to offer absolute confidentiality.
- We will reassure young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm.
- Young people will be told if information is to be shared (unless the young person is very young or has significant special needs) and will be offered appropriate support.



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Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils in an agreed and planned school-based health service, such as a "drop in centre". This often involves offering a greater level of confidentiality to young people, than school staff may give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the school's confidentiality policy. Health professionals and youth workers will ensure that young people are aware of this when beginning work with them.

#### **h) i) Child Protection**

We recognise that because effective SRE will alert young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

#### **h) ii) Sexually Active Young People**

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Child Protection Procedures and seek advice from the relevant agency.

#### **i) Staff Training**

Teaching SRE can be very rewarding, but we understand that in order to feel confident, staff need opportunities to explore how they feel about the issues and to share worries and concerns. We recognise that all adults have different personal beliefs and attitudes to SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Entitlement Curriculum for SRE and achieving our school's aims for SRE. We will also encourage the sharing of good practice and training in order to develop skills in appropriate, participative teaching methods. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors, attend training and network with other schools.

#### **j) Role of Governors**

Governors have a special role in the development and implementation of this SRE policy. It is the responsibility of the governors to decide whether SRE will be provided, in addition to requirements of the National Curriculum. This policy describes the governors' views on how SRE will be delivered in addition to requirements of the National Curriculum.

It is also the responsibility of the governors to ensure, through consultation, that the SRE policy reflects the wishes of the parents and the views of the community they serve. It is the responsibility of governors to ensure that the policy is made available to parents.

In order to facilitate this process the SRE policy will be reviewed annually by the governing body.

#### **k) Young People's Participation**

We consider it essential to ensure that our SRE programme meets the needs of the young people it is intended for. In order to achieve this we will involve young people in the evaluation and development of their SRE in ways appropriate to their age.



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- a. We will engage the young people in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- b. We will encourage young people to ask questions as they arise by providing anonymous question boxes.
- c. We will ask young people to reflect on their learning and set goals for future learning.
- d. We will consult young people, through Circle Time, about their perception of the strengths of our SRE programme and the areas to be further developed.

### **l) Working with Parents/Carers and our School Community**

We are committed to sharing our role as SRE educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that young people say they would prefer to receive information about SRE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- a. Informing parents and carers by letter of where SRE is taught in the curriculum
- b. Inviting parents to review resources and activities used in SRE
- c. Ensuring the SRE policy is available to parents on request
- d. Ensuring that parents views are gathered and taken into account when the governors are reviewing the SRE policy
- e. Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus
- f. Providing supportive information about parents' valuable role in SRE
- g. Inviting parents to discuss their views and concerns about SRE on an informal basis
- h. Governors will ensure the SRE policy reflects the wishes of the parents and the views of the community served by the school.

Parents and carers have the right to withdraw their children from all or part of those elements of SRE which are not included in the statutory national curriculum. This includes the elements of SRE to be found in the National Curriculum Programmes of Study for Science. The school will make alternative arrangements for children whose parents or carers withdraw them. Any parent or carer who wishes to withdraw their child from SRE should in the first instance contact the Head Teacher to discuss the matter. We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from [www.dfes.gov.uk/sreandparents](http://www.dfes.gov.uk/sreandparents).) Parents or carers who have withdrawn their child will be asked to reconfirm their decision each year.

### **m) Monitoring and Evaluating SRE**

Monitoring and evaluation of the effectiveness of this policy is the responsibility of the governing body. Information will be gathered from the head teacher, the PSHE Co-ordinator, parents and young people to inform judgements about effectiveness.



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The effectiveness of the SRE curriculum (as stated in this policy) will be monitored and evaluated by the PSHE Co-ordinator. The co-ordinator will gather information from young people, staff and parents about the SRE curriculum, using a variety of tools, including pupil self-evaluations, assessment activities, parent questionnaires and staff views.

## **n) Glossary**

**Abortion:** the expulsion of a foetus from the womb. This may be spontaneous, but is most commonly used to describe a process where expulsion is induced.

**AIDS:** Acquired Immune Deficiency Syndrome (also known as SIDA Syndrome d'Immuno-Deficiency Acquis)

**Community:** All people, who live, work or in some other way impact on the lives of young people in the area in which they live.

**Co-ordinator:** The lead member of staff in school for a particular area of work.

**DfES:** Department for Education and Skills (previously known as DfEE Department for Education and Employment)

**HIV:** Human Immunodeficiency Virus, the virus which causes AIDS

**PSHE:** Personal, Social and Health Education

**School:** Any educational establishment, including Pupil Referral Unit or College of Further Education

**SRE:** Sex and Relationships Education

**STI:** Sexually Transmitted Infection

**Visitor:** Someone who is not a member of school staff, who contributes to the planned provision of SRE or offers another service, such as giving advice or support. A visitor may be a member of another organisation (e.g. health professional, youth worker) or an individual (e.g. parent with a new baby).

**Young People:** Children and adolescents 3-19 years



## **Section 4 – Sensitive Issues**

### **a) Puberty**

We will teach about puberty in Years 5/6, in accordance with the Entitlement Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discrete provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

### **b) Contraception**

We will not include lessons on contraception in our SRE curriculum. However, we recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We have established guidelines for responding to these questions in 'Answering Children's Questions relating to SRE'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the confidentiality policy, to involve the child's parents and, if necessary, other professionals.

### **c) Abortion**

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

### **d) STI's and HIV/Aids**

We will teach about STI's and HIV/AIDS in the context of personal hygiene and reducing the transmission of disease, as described in the Entitlement Curriculum for SRE. We will not describe in detail the methods of transmission of sexually transmitted infection, however elements of our SRE and Science Curricula will prepare the ground for this explicit teaching later. We will consider personal safety in contexts familiar to the children (e.g. First Aid procedures). We will discuss the different ways any disease might be transmitted and steps a child might take to reduce its transmission. Adults in school will acknowledge



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questions about STI's or HIV/AIDS and respond to more detailed enquiries on an individual basis, rather than in a whole class discussion, according to the Guidance we offer to staff in Answering Children's Questions Relating to SRE.

In a case where a young person asks for advice about STI's or HIV/AIDS, the adult will reinforce information given in SRE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

### **e) Sexual Identity and Sexual Orientation**

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexual identity, young people must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer their questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.



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## Appendix A - The Entitlement Curriculum for Sex and Relationships Education

### Foundation Stage and Key Stage 1(Year1/2)

Age 3-5	Science Curriculum	<ul style="list-style-type: none"> <li>find out about and identify some features of living things, objects and events they observe</li> </ul>		
	Knowledge (PSHE)		Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> <li>the ways adults care for children</li> <li>basic hygiene routines, including toileting and washing</li> </ul>		<ul style="list-style-type: none"> <li>dress and undress independently and manage their own personal hygiene</li> <li>describe their own appearance, including body parts</li> </ul>	<ul style="list-style-type: none"> <li>value their body, physical achievements and capabilities</li> </ul>
	<ul style="list-style-type: none"> <li>have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others</li> <li>some ways of being a good friend</li> </ul>		<ul style="list-style-type: none"> <li>recognise the importance of keeping healthy and those things which contribute to this</li> <li>respond to a range of experiences, showing a range of feelings when appropriate</li> <li>be able to identify when and how to say 'no' and 'stop'</li> </ul>	
Age 5-7	Science Curriculum	<ul style="list-style-type: none"> <li>that animals, including humans, grow and reproduce</li> <li>that humans and animals can produce offspring and these grow into adults</li> </ul>	<ul style="list-style-type: none"> <li>recognize and compare the main external parts of the bodies of humans</li> <li>recognize similarities and differences between themselves and others and treat others with sensitivity</li> </ul>	
	Knowledge (PSHE)		Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> <li>how some diseases are spread and how to control them</li> <li>about the process of growing from young to old and how people's needs change</li> <li>the names of the main external parts of the body, including agreed names for sexual parts</li> <li>understand they have rights over their own body</li> </ul>		<ul style="list-style-type: none"> <li>recognize their responsibilities and how these have changed</li> <li>follow basic rules for keeping themselves safe and healthy</li> </ul>	<ul style="list-style-type: none"> <li>value their own body and recognise its capabilities and uniqueness</li> <li>how families are special for caring and sharing</li> </ul>
	<ul style="list-style-type: none"> <li>ways in which they are like and different from others</li> <li>that they have some control over their actions and bodies</li> </ul>		<ul style="list-style-type: none"> <li>identify and be able to talk with someone they trust</li> <li>be aware that their feelings and actions have an impact on others</li> <li>recognize similarities between themselves and their peers</li> </ul>	<ul style="list-style-type: none"> <li>why families are special and how they care for each other</li> </ul>



Items in the first row of PSHE are most likely to be delivered in an SRE unit.

Items in the second row of PSHE are most likely to be delivered in other areas of PSHE, such as 'My Relationships'.

## Key Stage 2 (Year 3/4/5/6)

Age 7-9	Science Curriculum	<ul style="list-style-type: none"> <li>that the life processes common to humans and other animals include growth and reproduction</li> <li>about the main stages of the human life cycle</li> </ul>		
		Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
		<ul style="list-style-type: none"> <li>name the main external parts of the human body, including scientific names for sexual parts</li> <li>understand the physical differences between males and females</li> <li>understand how their responsibilities will change in the future</li> </ul>	<ul style="list-style-type: none"> <li>carry out regular personal hygiene routines</li> </ul>	<ul style="list-style-type: none"> <li>who has responsibility for their personal hygiene and who will have responsibility in the future</li> <li>the responsibilities parents have for babies</li> <li>perceptions of being 'grown up'</li> </ul>
		<ul style="list-style-type: none"> <li>consider ways they affect and are affected by their special people</li> </ul>	<ul style="list-style-type: none"> <li>be able to listen to and support their friends and manage friendship problems</li> <li>be able to recognize unwanted physical contact and ways of stopping it and getting help</li> </ul>	<ul style="list-style-type: none"> <li>be aware of other people's lifestyles and beliefs</li> <li>personal responsibility for personal safety and behaviour</li> </ul>
Age 9-11	Science Curriculum	<ul style="list-style-type: none"> <li>that the life processes common to humans and other animals include growth and reproduction</li> <li>about the main stages of the human life cycle</li> </ul>		
		Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
		<ul style="list-style-type: none"> <li>that bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread</li> <li>about the physical changes that take place at puberty, why they happen and how to manage them</li> <li>understand that physical changes take place at different rates for different people</li> <li>Know the facts of the human lifecycle, including sexual intercourse</li> </ul>	<ul style="list-style-type: none"> <li>recognize their changing emotions with friends and family and be able to express their feelings positively</li> <li>recognize and challenge stereotypes, for example in relation to gender</li> <li>recognize the pressure of unwanted physical contact, and know ways of resisting it</li> </ul>	<ul style="list-style-type: none"> <li>the diversity of lifestyles</li> <li>others' points of view, including their parents' or carers</li> <li>the need for trust and love in established relationships.</li> <li>about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together</li> </ul>
		<ul style="list-style-type: none"> <li>the many relationships in which they are involved</li> <li>where individual families and groups can find help</li> <li>about keeping themselves safe when involved with risky activities</li> <li>understand how self-confidence and assertiveness can help them keep themselves safe</li> <li>what makes a healthy lifestyle, what affects mental health and how to make informed choices</li> </ul>	<ul style="list-style-type: none"> <li>respect other people's viewpoints and beliefs</li> <li>identify adults they can trust and who they can ask for help</li> <li>be self-confident in a wide range of new situations, such as seeking new friends</li> <li>see things from other people's viewpoints, for example their parents and their carers</li> <li>listen to, support their friends and manage friendship problems</li> </ul>	<ul style="list-style-type: none"> <li>why being different can provoke bullying and why this is unacceptable</li> <li>when it is appropriate to take a risk and when to say no and seek help</li> <li>the diversity of values and customs in the school and in the community</li> <li>value themselves and identify positive things about themselves</li> </ul>



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