

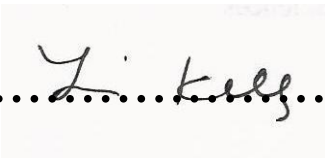


*Rooted in the community – growing for the future*

## **Sex and Relationships Education Policy**

Written March 2012, updated June 2016, January 2017,  
January 2018, November 2018, November 2019.

Adopted at Governing Body on 4<sup>th</sup> November 2019, as recorded  
in minutes and signed by the Chair of Governors, Julia Kelly:

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This policy is due for review by November 2020

All our policies should be read in conjunction with our Shire Oak  
Values and the principles and practices detailed in our Equalities  
Policy.

**Member(s) of staff responsible:** PSHCE Coordinator and Healthy Schools Coordinator

## 1. How this Policy was Developed

This policy was written after evaluating the knowledge, skills and understanding KS2 pupils (through discussion and by survey), after training received by UKS2 staff on Delivering SRE with Confidence,' through consultation with members of the school nursing team and discussing the approach we should take at Teaching and Learning Committee and Full Governing Body.

This policy takes full account of the school's legal obligations and the DfEE guidance 'Sex and Relationship Education Guidance' (DfEE 0116/2000).

## 2. What is SRE?

The term *sex and relationships education – SRE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.

According to the latest DfE guidance SRE is:

'...lifelong learning about 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.

The guidance suggests that SRE should have three main elements as follows:

### Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

### Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

### Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

The school's approach to SRE consists of:

1. The taught National Curriculum Science Programme of Study.
2. SRE modules within Upper Key Stage 2 delivered within a planned PSHCE programme.
3. Pastoral support for pupils who experience difficulties.
4. Provision of appropriate information through leaflets and books in the library and display of posters.

## 3. Why SRE?

### 3.1 Legal obligations

Maintained primary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

### **3.2 The needs of young people and the role of schools**

The overall aims of the school and National curriculum are:

1. To provide opportunities for all pupils to learn and to achieve.
2. To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The DfEE 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

**'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.**

**DfEE 'Sex and Relationship Guidance', 2000.**

### **3.3 National and local support and guidance for schools to develop SRE**

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries and in Leeds they are amongst the highest in the country. SRE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element of any comprehensive strategy to change this situation. Our school's approach to SRE is in line with the Government's strategy and guidance given to schools in DfEE 'Sex and Relationship Guidance' 2000.

Children's Services Leeds can provide help and support by providing access to training and professionals with an expertise in this area.

## **4. Morals and Values Framework**

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal views. We shall endeavour to have an

approach that is educational, rather than one based on commercial interests or particular pressure groups.

## 5. Inclusion

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'

*DfEE SRE Guidance July 2000*

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this the school's approach to SRE will take account of:

**The needs of boys as well as girls** Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

**Ethnic and cultural diversity** Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexuality** On average, about 8% of our pupils will go on to define themselves as lesbian, gay or bi-sexual (LGB). Students may also have LGB parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGB people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying. (See separate policy.)

**Special educational needs** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

**The teaching programme for Sex and Relationship Education** We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive or emotional development is particularly delayed.

**Pupils who use alternative methods of communication** Some pupils may have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access. (For example, the Writing with Symbols computer programme includes 'private' body parts).

**Pupils with profound and multiple learning difficulties** are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

**Pupils with autism** will require individual teaching to meet their specific needs. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

**Contraceptive information to older pupils** Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If pupils request further personal information about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

## 6. A Whole School Approach

A whole school approach will be adopted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

**The senior management team (SMT)** will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

**The designated SRE co-ordinator** will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

**Teaching staff** All teachers are involved in the school's SRE provision. Some SRE is taught through the PSHCE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. (Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues). Teachers will be consulted about any change in the school's approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

**Non-teaching staff** may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the SRE programme and supported in their pastoral role.

**Governors** have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.

**Parents/carers** have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish (see section 7.7). The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will include letters as well as meetings and information/education workshops for parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children.

**The school nurse** can play a key role in supporting the teacher in SRE both in terms of advice, input into lessons, specific resources as well as provision of pastoral support for pupils. The school will work in ongoing consultation and partnership with the school nurse, whenever this resource is available.

**Outside agencies and speakers** may be involved in inputting to SRE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school. Any such outside agency will be thoroughly checked out to ensure both the content of their activities and the motivation for working in schools. Agencies with a moral or religious stance not in keeping with this policy will not be invited to work with us.

**Pupils** have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

## **7. The Taught SRE Programme**

The SRE programme will be delivered as part of the school's approach to PSHCE and Citizenship.

### **7.1 Aims of the programme**

The overall aims of the SRE programme are:

1. To provide accurate information about, and understanding of, SRE issues.
2. To dispel myths.
3. To explore a range of attitudes towards SRE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle.
4. To develop respect and care for others.
5. To increase pupils' self esteem.
6. To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
7. To contribute to a reduction in local and national pregnancy, sexually transmitted infections and abortion rates.

### **7.2 Place in the curriculum**

The main SRE programme will be delivered through PSHCE lessons. In addition certain biological aspects are delivered through Science lessons and other aspects of SRE arise in Literacy as children read about a variety of relationships.

### **7.3 Content and learning objectives**

The SRE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. Typically in Y5 children will learn about puberty and the changes that can be expected. In Y6 this will be revisited and puberty as preparation for sexual maturity will be explored. This will include conception and pregnancy. Pupils will be taught the importance of this taking place within a loving, committed relationship. A separate summary of the course content is available and is included in the appendix.

### **7.4 Methodology and resources**

Active learning methods, which involve children's full participation, will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers.

Sex and Relationship education takes place usually within mixed sex classes and occasionally in single sex groups as deemed appropriate and relevant. Sessions are taught by the pupils' usual class teacher, supported by a member of staff (often of the opposite sex) or a school nurse. There would always be a second adult if the teacher is new to teaching this topic, unless they have accessed the local authority (or equivalent provider) training for SRE. Should a teacher be absent, it would not be undertaken by a short-term supply teacher. Where mixed sex class teaching has been the main way the subject has been taught, then the chance to discuss the issues in a single sex group may be provided.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

### **7.5 Ground rules and distancing techniques**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used, other than to clarify pupils' understanding.
- Meanings of words will be explained in a sensible and factual way.

### **7.6 Answering difficult questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHCE Co-ordinator or School Nurse.

### **7.7 Dealing with questions**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box or 'Ask It Basket' so the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.

- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child, although misinformation should always be corrected.
- Pupils must not be given the impression that teenagers inevitably have sex, the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the designated Child Protection staff should be informed and the usual child protection procedures followed.

### **7.8 Monitoring, evaluation and assessment**

The programme is regularly evaluated by the SRE co-ordinator (who is often also the PSHCE coordinator). The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the SRE programme of study is capable of being assessed, particularly the knowledge components.

### **7.9 Parental concerns and withdrawal of students**

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

## **8. Pastoral Support for Pupils who experience difficulties**

### **8.1 The nature of support available to pupils**

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school nurse may offer a health and support service to pupils. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

### **8.2 Confidentiality and informing parents/carers**

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the school prospectus
- by placing sex education on the agenda at the relevant governors' meeting
- by inviting parents to discuss sex and relationships education
- by discussing and agreeing a consistent approach for pupils to be used at home and school
- by inviting parents to a meeting where resources are available, and their use explained.
- by encouraging them to develop their confidence in following up SRE teaching in the home.

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

### **8.3 Dealing with bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Pupil Support Circular 10/99 and DfES 'Don't Suffer in Silence' 2002. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The SRE and PSHCE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the school's anti-bullying and homophobic bullying policies.

## **9. Dissemination of the Policy**

This policy was initially presented to the Teaching and Learning sub-committee of the governing body and subsequently presented to the governors for consideration and approval. A copy is placed in the school policy files and is available to all members of the school community on request.

## **10. Policy Review**

This policy will be reviewed by the SRE coordinator annually following SRE teaching in Y5 and Y6.

For our school the priority areas for SRE are: improving the knowledge, skills and understanding of upper KS2 pupils as they prepare for transfer to High School; improving the confidence of all staff in using correct vocabulary for body parts throughout school and feeling able to answer children's questions accurately and appropriately.

## **11. Sources used in writing this policy**

This policy has drawn on:

- The latest advice from the National Children's Bureau (NCB) through their Sex Education Forum
- DfEE 'Sex and Relationship Education Guidance' (2000)
- Primary Sex Education (Revised and Updated) Video from Channel 4 Learning
- How much? How soon? Teaching Sex & Relationships Education in Primary Schools from Family Planning Association (FPA)
- *Feedback from School Nursing*
- *Derbyshire Health Promoting Schools 'Sex and Relationships Education – Guidance for Derbyshire Primary, Secondary and Special Schools and Pupil Referral Units' (2002).*
- *Diverse Communities: Identity and Teenage Pregnancy, a resource for practitioners (Department of Health – September 2002)*



- SRE Resource Centre/Library available to teachers at Derby Youth House, Mill Street, Derby, Tel (01332) 345538
- NHSS (2001) Sex and Relationships Education. National Healthy Schools Standard, London
- Ofsted (2002) Sex and Relationships. Office for Standards in Education, London
- Social Exclusion Unit (1999) Teenage Pregnancy Strategy. Social Exclusion Unit, London
- House of Commons Briefing Paper 06103, 19 April 2016, Sex and Relationship Education in Schools (England)

Further copies of this policy and other information about SRE can be obtained from the PSHCE and SRE co-ordinator.

## Appendices

### 1. Overview of course content as a summary for parents

#### Shire Oak CE Primary School Sex and Relationship Education Course

##### The pupils

Here at Shire Oak C of E Primary School we believe that all children in the later years of Key Stage Two should have the right to a sex and relationship education course that is relevant and age appropriate.

All children follow a relationship course prior to the start of the more detailed course. This takes place in normal PSHCE lessons and consists of an exploration of the nature of families and relationships at all levels. This lasts for 2 sessions.

Once this has been delivered we intend to deliver 5 sessions of specific sex education. We will split children into two groups, Year 5 and Year 6, and the courses are relevant to the science objectives for each year. The course finishes with a final lesson looking at relationships in the context of learning around sex education.

We believe that Sex and Relationship Education is not just about reproduction and sexual health. These are important but Sex and Relationship Education must also

- Strive to enable children to act responsibly in making and maintaining relationships with others.
- Enable children to feel good about themselves and the choices they make.
- Develop assertiveness skills.
- Enable children to respect themselves and others.
- Discuss the moral issues that they will face regarding relationships.
- The full aims and objectives of the sex education course are outlined in the Sex & Relationships Policy.

##### Parental Involvement

Parental involvement is also the key to the success in this area. We aim to offer parent sessions before the children take the course.

- We will offer sessions for parents to view materials their children will be using in school and to provide an opportunity for them to ask questions.
- There is always the opportunity for parents to withdraw their child from the non statutory part of the course

##### Staff

Sessions are taught by the pupils' usual class teacher, supported by a member of staff (often of the opposite sex) or a school nurse. There would always be a second adult if the teacher is new to teaching this topic, unless they have accessed the local authority (or equivalent provider) training for SRE. Should a teacher be absent, it would not be undertaken by a short-term supply teacher.

Below is the course outline for the children in Year 5 and 6:

## **Relationship Course for Year 5/6 - Summer Term**

### **Session 1:**

#### **Special people**

1. Children work on their own to make a list of all the special people in their lives encourage them to look wider than school and list people or animals that are special to them.
2. Then ask them to try and group these people into categories. Children can work out their own categories but some key words might help. (Family, club, school, adult, child, team)
3. Hold a discussion about what makes their special person special to them. Lead to the fact that it is personality that plays an important role in this area and physical features and clothes, etc are secondary.

#### **What is a Good Friend?**

1. Discuss what a good friend is, making a list as a class of some good attributes.
2. Think about some of the special people from the first activity and what makes them a special friend for you.
3. On sheet of paper draw a person and Title "A friend is....." Then children put examples on the sheet (A display could be made of some of these)
4. In pairs or small groups work together on the title "This is how we build good relationships with friends". Discuss as a group afterwards.

### **Session 2:**

#### **When friends break up/ In someone else's shoes**

1. Put yourself in someone else's shoes. Look at scenario cards and discuss how they got to this situation.
2. How might you advise the two people in the scenario to resolve their friendship problem?

#### **Families**

1. Discuss and make a list of different family groups (Sensitive issue needs handling with care)
2. Discuss that there are many patterns of family life and no one family type is right or wrong. Discuss what is important in a family; make a list of these and decide as a class the top five things.
3. Discuss and make a list of the things that make people feel secure in a family relationship. (This discussion may lead anywhere. Need to be prepared to discuss anything but remember to be non judgmental and to make everyone feel that their situation is normal and ok)

## **Overview of sex education sessions for Year 5**

### **Session 1:**

1. Ground rules.
2. Worksheet to identify commonly used terms for body parts and ensure common understanding of scientific terms.
3. How do we change activity sheet (pg 12)
4. Watch Video programme 4 Unit 2 Changes
5. Have discussion and answer any questions
6. Prepare questions for the 'Ask It Basket'

### **Session 2:**

1. Review questions from the 'Ask It Basket'
2. Sort the changes activity sheet (pg 15)
3. Watch video programme 5 Unit 2 How babies are made.
4. Activity sheet How does a baby start? (pg 26)
5. Prepare questions for the 'Ask It Basket'

### **Session 3:**

1. Review questions from the 'Ask It Basket'
2. Inside our bodies activity sheet (Pg 16)
3. Big words little words activity sheet (Pg 17)
4. Discussion of periods
5. Complete Periods - what do you know? activity sheet (pg 18)
6. Prepare questions for the 'Ask It Basket'

**Session 4:**

1. Review questions from the 'Ask It Basket'
2. Watch Video programme 6 unit 2: How babies are born.
3. Discussion points can use ones on DVD and the quiz questions on white board
4. Activity sheet: How is a baby born? (Pg 42)
5. Activity sheet: What a big baby (pg41)

**Session 5:**

1. Recap on main ideas of the past four weeks
2. Relationships and looking after babies discussion. What needs to be done?
3. Challenging stereotypes activity. Activity sheet: Who does what in mixed pairs? (pg 19)
4. Discussion about how to look after a baby.
5. Answer any questions

**Overview of sex education sessions for Year 6****Session 1:**

1. Ground rules.
2. Worksheet to identify commonly used terms for body parts and ensure common understanding of scientific terms.
3. Complete confidential self assessment questionnaire – what do I already know?
4. Prepare questions for 'Ask It Basket'.

**Session 2:**

1. Answer questions from 'Ask It Basket'
2. Watch Girl Talk video
3. Complete Check Out the Changes worksheet (p12)
4. Menstruation worksheet, cut up to match the statements (p13)
5. Prepare questions for 'Ask It Basket'.

**Session 3:**

1. Answer questions from the 'Ask It Basket'
2. Watch Boy talk video
3. Complete check out the changes (Pg 24)
4. Sperm worksheet already cut up match the statements (Pg 25)
5. Prepare questions for 'Ask It Basket'.

**Session 4:**

1. Answer questions from the 'Ask It Basket'.
2. Discussion about hygiene during puberty
3. Worksheet Clean up for both boys and girls (Pg 16)
4. Prepare questions for 'Ask It Basket'.

**Session 5:**

1. Answer questions from the 'Ask It Basket'
2. Watch 'Let's talk about sex'.  
Boys: Discuss feelings and how it is important to show them. Do activity sheet: Boys do cry & The problem with boys (Pg 27 & 28)  
Girls: Discuss feelings and how it is important to discuss worries Do activity sheet: Girl facts & The Problem with Girls (Pg 15 & 18)
3. Prepare questions for 'Ask It Basket'
4. Give out the soap questionnaire for next week (Pg 36)

**Session 6:**

1. Answer questions from the 'Ask It Basket'

2. Discuss soap homework from last week
3. Share what the term relationship means
4. In mixed groups discuss the Love and marriage worksheet (p40)
5. A selection of ads aimed at children. Discuss ad power and what they are really saying getting behind the hype. List ways to avoid the pressure, drama activity on ways of saying 'No' and getting out of tricky situations.

N.B. For both Y5 and Y6 these sessions will be taught as a whole class together so that all children are hearing exactly the same message in order to promote empathy and understanding as well as sending the clear signal that this is scientific and the responsibility of all. There will, however, be an additional opportunity for children to speak to an adult of the same sex in a single sex group to explore issues further if they feel more comfortable doing so in this way.

## **2. Letter to parents**

Dear Parents/Carers,

This term children in Years 5 and 6 will be undertaking Sex and Relationships Education (SRE). This unit of study includes statutory scientific learning about the main stages of the human life cycle, including growth and reproduction, as well as considering the social and emotional aspects of relationships as part of PSHCE (Personal, Social, Health and Citizenship Education).

Over the two years, the children learn about growing and changing, including puberty and reproduction and birth, including sexual intercourse. The PSHCE learning in each class reflects these different emphases. At the start of the unit, however, children will be asked confidentially to recap on what they have already covered so that the needs of any children who missed part of this learning in previous years can be catered for.

We want children to be able to learn and discuss in a safe and supportive environment where school staff and parents work together to help guide them through what can be a confusing time in their development.

You are therefore invited to an information meeting where we will share with you our programme of study, the details of what is taught in which year, and you will be able to view the materials used. This will take place on *date* at 6pm.

Children's learning about the human life cycle, including puberty and reproduction, is a statutory requirement of the National Curriculum and all children are expected to participate. The PSHCE element of learning is not however a statutory requirement and therefore parents have the legal right to request to withdraw their children for this element of the unit. We firmly believe however that these two aspects of learning work best together and therefore ask that you please talk to us before making any final decision.

We look forward to speaking to you at the forthcoming meeting. If you cannot attend, please feel free to call and set up an appointment to discuss another time.

Yours faithfully

*Name of Y5/6 class teachers*