



Sex and Relationship Education

SRE

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BESA

Our school's policy on Sex and Relationship Education (SRE) is based on the DfES document *Sex and Relationship Education Guidance* (DfES 0116/2000).

Aims of Sex and Relationship Education

We teach the children about:

- the physical development of their bodies as they grow into adults;
- the way in which humans reproduce;
- the value of family life;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- moral issues and questions;
- relationship issues;
- respect for the views of other people;
- respect for themselves and help promote the development of self-esteem and positive self image
- how they can protect themselves from sexual abuse, and what to do if they are worried about any sexual matters.



Context

We teach about SRE in the context of the school's aims. We believe:

- SRE should be taught about in the context of marriage and family life;
- SRE is part of a wider process of social, personal and moral education;
- children should be taught to have respect for their own bodies ;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual health;
- it is impossible to build positive relationships with others, without involving trust and respect;



EYFS

Learning Intentions and Learning Outcomes

Learning Intention

To consider the routines and patterns of a typical day

Learning Outcomes

Understand some areas in which the children can look after themselves e.g. dressing and undressing

Learning Intention

To understand why hygiene is important

Learning Outcomes

Explain why it is important to keep clean
Understand some basic hygiene routines

Learning Intention

To recognise that all families are different

Learning Outcomes

Identify different members of the family
Understand how members of a family can help each other



Year 1

Learning Intentions and Learning Outcomes

Learning Intention

To understand some basic hygiene principles

Learning Outcomes

Know how to keep clean and look after oneself

Learning Intention

To introduce the concept of growing and changing

Learning Outcomes

Understand that babies become children and then adults

Know the differences between boy and girl babies

Learning Intention

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

Learning Outcomes

Know there are different types of families

Know which people we can ask for help



Year 2

Learning Intentions and Learning Outcomes

Learning Intention

To introduce the concept of male and female and gender stereotypes

To identify differences between males and females

Learning Outcomes

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

Describe the difference between male and female babies

Learning Intention

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

Learning Outcomes

Describe some differences between male and female animals

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

Learning Intention

To focus on sexual difference and name body parts

Learning Outcomes

Describe the physical differences between males and females

Name the male and female body parts



Year 3

Learning Intentions and Learning Outcomes

Learning Intention

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

Learning Outcomes

Know some differences and similarities between males and females
Name male and female body parts using agreed words

Learning Intention

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

Learning Outcomes

Identify different types of touch that people like and do not like
Understand personal space
Talk about ways of dealing with unwanted touch

Learning Intention

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

Learning Outcomes

Understand that all families are different and have different family members
Identify who to go to for help and support



Year 4

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



Year 5

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 and the importance of physical hygiene

To explore ways to get support during puberty

Learning Outcomes

Explain how to stay clean during puberty

Describe how emotions change during puberty

Know how to get help and support during puberty



Year 6

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 deferent 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



Year 7

Learning Intention and Learning Outcomes

Learning Intention

To recognise the physical and emotional changes that take place in puberty

Learning Outcomes

To know about male and female body parts

To know what physical and emotional changes take place during puberty

Learning Intention

To consider how feelings change during puberty and how to manage them

Learning Outcomes

To identify feelings which can occur during puberty

To consider how to manage feelings and experiences

Learning Intention

To explore how young people can manage the changes and experiences during puberty in a positive way.

Learning Outcomes

To consider where to get help and support during puberty

To practice giving advice about puberty experiences



Year 8

Learning Intention and Learning Outcomes

Learning Intention

To recognise and consider the importance of communication in relationships

Learning Outcomes

To consider what makes a positive relationship

To understand the meaning of 'sexting' and consider the potential risks

Learning Intention

To understand the process of conception

Learning Outcomes

To consider the different stages in the development of a sexual relationship

To understand how conception occurs

Learning Intention

To understand and explore information about contraception

Learning Outcomes

To explore some of the myths about preventing pregnancy

To identify a range of contraceptive methods and how they can protect against pregnancy and sexually transmitted infections (STIs)



Year 9

Learning Intention and Learning Outcomes

Learning Intention

To recognise and understand sexual exploitation and make safer choices about relationships

Learning Outcomes

To recognise controlling behaviour in the context of relationships

To understand where to get help and support about relationships

Learning Intention

To understand the health consequences of unprotected sex and when to seek advice

Learning Outcomes

To understand some of the consequences of unprotected sex

To be able to identify a range of the most common STIs

To understand how to protect against STIs and seek advice for treatment

Learning Intention

To consider some contraceptive options and be able to make safer choices in a sexual relationship

Learning Outcomes

To be able to distinguish between the myths and facts about sexual behaviour

To know that there is a range of contraceptive methods

To know how to use a condom safely



YEAR 2

Body Parts sheet



Arms

Feet

Vagina

Nipples

Penis

Testicles

Hand

Eyes

Ear

Knees

Nose

YEAR 4

Body Changes

Changes that happen in puberty...	Male	Female	Both
Grows taller			
Has hair under the arms			
Develops pubic hair			
Grows hair on the face			
Private parts grow bigger			
Breasts grow			
Hair on legs			
Periods start			
Voice gets deeper			
Has mood swings			
Might think about having a boyfriend/girlfriend			

YEAR 5 Puberty Problem Page

A problem shared...

Hold The Phone

Dear Problem Page,

All of my friends have a mobile phone and I don't. They all text each other and I feel really left out. My messages I can't have one because they are expensive and dangerous. I don't understand what it means. Why is she doing like that? How can I make her change her mind?

B, age 11

A spot of bother

Dear Problem Page,

I used to think I was nice looking, but now I have huge spots everywhere. They are on my face and on my shoulders and I hate them. I don't like going to school anymore because I feel so ugly. Why is this happening to me and what can I do about it?

P, age 13

Bed Bug

Dear Problem Page,

Sometimes when I wake up in the morning there is a wet patch in my bed, but it isn't wet. It makes a stain so I've tried washing the sheets in the sink but there is nowhere to dry them without my dad seeing. Why is this happening and what should I do?

S, age 14

Sleepover Stress

Dear Problem Page,

I started my periods last summer. I told my carer and she helped me to deal with it and it was ok. Now I've been invited to a sleep-over. I really want to go but I'm worried I'll have my period when I'm there. I don't know if my friends have started yet and I'm too embarrassed to talk to them about it. What can I do?

Dear Problem Page,

I learnt about puberty in primary school but now I'm 12 and I feel really confused about things and have lots of questions. I haven't got my period but I get this white stuff in my knickers. I don't wear a bra but my nipples hurt. I don't know if these things are normal. I'm really worried. What should I do?

C, age 12

"Are my bodily changes normal?"

Mood Swings

Dear Problem Page,

I used to be a really happy person. Now I'm 13 and I sometimes feel really miserable. I go up and down and people are beginning to notice. At home they keep calling me moody and tell me to snap out of it. Is this normal and how can I stop it happening?

L, age 13

Lesson 2 Resources

Conception Sequencing Cards

- e. When a man and woman are in a relationship they may make love. This is when they take pleasure in touching each other in sexual ways. It is important that both people consent and that no-one feels pressured into having sex.
- d. Sometimes when they are making love the man's penis becomes erect and the woman's vagina can become wet and slippery.
- b. Then it can be easier for the man's penis to go into the woman's vagina. This is called sexual intercourse and can feel exciting.
- h. Eventually semen is pushed out of the end of the man's penis into the woman's vagina when he ejaculates. This is also called 'coming' or having an orgasm. Women have orgasms in a different way.
- g. The semen can contain millions of sperm which can swim through the woman's cervix, into the womb and then on to the fallopian tubes. Sperm can live in the female body for up to 7 days
- f. If there is an egg in one of the fallopian tubes, it may join up with one of the sperm. Once the two have joined the surface of the egg hardens so no more sperm can get in.
- a. The egg is now fertilised. It travels down the fallopian tube into the womb. As it travels, the cells of the sperm and egg start dividing into more cells until a ball of cells is formed.
- c. About 8-10 days later the fertilised egg reaches the womb where the cells attach themselves to the thick, nutritious womb lining. The woman is now pregnant.

The science biology curriculum and Reproduction

Key Points:

The science curriculum is a compulsory part of learning at BESA, including reproduction.

The inclusion of reproduction is a fundamental aspect of biology as a life process and learning is from an anatomical, evolutionary and genetic perspective increasing in depth and sophistication as children move through the school.

The science curriculum does not place biology and reproduction in the context of relationships and pastoral development.



Science: Biology & Reproduction

Milepost 1

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notice that animals, including humans, have offspring which grow into adults.

Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth and life cycles.



Science: Biology & Reproduction

Milepost 2

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts, finding out how different parts of the body have special functions.



Science: Biology & Reproduction

Milepost 3

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Pupils should be aware that sexual reproduction is a mechanism for increased variation



Science: Biology & Reproduction

Milepost 4

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

Pupils should be able to name and describe the function of the male and female sexual organs in the context of the reproductive process, fertilisation and gestation.

Pupils should be able to explain primary and secondary characteristics that develop during puberty and the role of hormones in these physiological changes.

Pupils should be aware of asexual and sexual reproduction and its implications for genetic variation and the role it has played in evolution.

Pupils should be able to recognise the specialised structure of spermatozoa and ovules.

Pupils should recognise and describe the stages of pregnancy.

Pupils should be able to describe the processes of internal and external fertilisation in invertebrates.



SRE and Safeguarding

- All children have the right to be protected from neglect, physical, emotional and sexual abuse.
- Sex and Relationship Education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies.



SRE...

- It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. This will involve reducing curiosity and dispelling myths by the provision of accurate information taught “in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.” (Section 46, Education Act No. 2 1986).



Our Sex and Relationship Education aims to:

- i) Give clear and appropriate information and knowledge by answering children's questions openly, honestly and appropriately
- ii) To dispel myths and fears about sexuality and relationships. To challenge beliefs that may be complicated by misinformation.
- iii) To help children develop their knowledge and understanding of human growth and development and the changes associated with puberty.
- iv) To lay the foundations for healthy attitudes through an awareness that an individual's body belongs to them. To help children make informed decisions about themselves and their bodies.



v) To enable children to feel confident in their discussions about themselves and their bodies and teach the correct language to enable them to do so.

vi) To help children understand the way influence that the media may have on their opinions and self image.

vii) To help children to understand how to use social media and new technologies safely and appropriately.



[https://www.youtube.com/watch?
v= G3vS5T501Y](https://www.youtube.com/watch?v=G3vS5T501Y)



Questions?

