



## Aldersbrook Primary School Sex & Relationships Education

### Scheme of Work

The SRE programme is to be incorporated in the PSHE work for each year. The scheme of work is separated out for the purpose of clarity of policy.

The essential features of the scheme are the building of an understanding of sex and relationships at a level appropriate to age and maturity, within the guidelines provided by the Redbridge Drugs and Health Education Team in 2001. These guidelines are, in turn, based upon the National Curriculum, the DfES Sex and Relationship guidance 2000, and the National Healthy School standard.

There are areas not included in detail, such as sexuality, contraception or family planning, or sexually transmitted diseases. These are considered in the SRE programmes of the Secondary schools to which our pupils transfer. However, where questions about matters such as these are raised, staff will deal honestly and sensitively with them, offer support where necessary, and refer pupils to their parents or other supporting agencies (e.g. the school nurse) as appropriate.

As part of the teaching on Human Reproduction a lesson covering sexual intercourse will take place. This will be in full consultation with and, as far as possible, the presence of parents. Parental permission will be requested along with an invitation to attend the lesson. This lesson will take place at a time suited to the attendance of parents.

#### ***Foundation Key Stage***

- People in my life who they are, what they do for me, what I do for them, what we do together
- Feelings happy, sad, excited, comfortable, worried etc.
- My body the names and functions of the main external parts of the body
- Taking care of my body keeping clean and safe
- Growing self, plants, animals

#### ***Year 1***

- Keeping Safe
- Families building on “people in my life” from above, looking at own families and how people in families get on with each other. Exploring feelings in this context.
- My body the names and functions of more of the main external parts of the body



- Friendship what helps people get on with each other (listening, sharing, courtesy, etc.)
- Male and Female looking at the differences between male and female and learning why they are there.
- Families considering different types of families, births, weddings, and other family celebrations.

## **Year 2**

- Changes as we grow size, strength, capabilities, feelings. How people grow at different rates. Considering the needs of babies as they grow.
- My Body the names and functions of the main internal parts of the body

## **Year 3**

- Reproduction learn the biology of animal and plant reproduction
- Wider relationships making, keeping and mending friendships; appreciating differences in others; considering the groups to which people may belong
- Likes and dislikes considering what makes us like or dislike someone and how we manage the feelings associated with these.

## **Year 4**

- Changes in Male and Female Bodies how and why boys' and girls' bodies change during puberty. *(Covering menstruation, wet dreams, etc. in separate gender groupings with School Nurse and open to parents)*
- Marriage re-visit the consideration of weddings in KS 1 to think about the importance of and reasons for commitment/marriage.

## **Year 5**

- Human Reproduction learning about how human babies are conceived and develop to birth; how they are born and are cared for in the early weeks and months. Find out about the parental roles of mother and father and the importance of the wider family. Consider the differences there are in family size and make-up, and the reasons for these. *(Lesson covering sexual intercourse open to parents).*
- Feelings about change considering changes that take place as we grow up, what feelings they may evoke, and how to manage them.



## Year 6

- Decision making considering the responsibility each individual has for their own body and relationships, the implications of these for behaviour, the effect of decisions upon self and others (especially decisions about “special” relationships between two individuals).
- Media messages about relationships and sexuality considering the portrayal of personal and family relationships in the media and relating these to the principles underpinning relationships such as marriage and partnerships.

## Appendix 1

| <u>Year</u>    | <u>Learning Outcomes</u>   |
|----------------|--|
| <u>N&amp;R</u> | Early learning goals - respond to significant experiences showing a range of feelings when appropriate. Have a developing awareness of their own needs, and the views and feelings of others. Form good relationships with adults and peers. Dress and undress independently and manage own personal hygiene. Find out about and identify some features of living things, objects and events they observe. Extend vocabulary exploring the meanings and sounds of new words. |
| <u>1</u>       | Keeping safe - develop and be able to practise simple ways of keeping safe and finding help.<br>Families - know there are different types of families and describe individuals' roles.<br>Friendship - appreciate ways in which people learn to work and live together.<br>My body - know the names and functions of the main external parts of the body.  |
| <u>2</u>       | Changes as we grow - understand the idea of growing from young to old.<br>My body - know the main internal parts of the body and their functions, heart, lungs, stomach, brain, skeleton.<br>Friendship - appreciate ways in which people learn to work and live together.   |
| <u>3</u>       | Managing their feelings towards others. Friendships are started, maintained, and formed in various contexts (eg. Clubs, school, etc.)<br>Know that plants and animals reproduce to continue the cycle of life.<br>That there is a variety of forms of reproduction in animals, e.g. birds, cats, (focus on pets)   |
| <u>4</u>       | To know how and why bodies change at puberty. To understand that there are emotional changes when people move from childhood to adolescence.   |
| <u>5</u>       | To know how human babies are started, develop to birth and are born, and cared for. To know about parental roles and the importance of the wider family. To know that families vary in size and make up, and some of the reasons for that.   |
| <u>6</u>       | To learn that: choices have consequences; you are responsible for your own body; peer pressure can be coped with on your terms; media messages can be questioned; there are moral and faith contexts for marriage and relationships.   |