

# Primrose Hill Primary School



## **Sex and Relationships Policy: *A baseline for outstanding practice***

May 2018  
Review date: September 2019

## **KEY PRINCIPLES**

Teaching at Primrose Hill is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

### **At Primrose Hill we believe children learn best when:**

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

*These Key Principles are developed in our Teaching and Learning Policy. Their specific application to the teaching and learning of \*SRE is described here.*

*\*Sex and Relationship Education is described as "lifelong learning about physical, moral and emotional development."*

## **Key Principle**

**Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- opportunities to develop ideas through collaboration, discussion and debate, often through Circle Times
- progress in the children's learning, for example, in their discussion, questions and answers

TEACHERS WILL ENSURE THAT:

- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development
- SRE is taught throughout Key Stage 1 and 2, through science topics, PSHCE and citizenship topics, excepting dedicated SRE lessons.. It will also be dealt with through answering children's questions and responding appropriately to opportunities that arise in the course of all teaching.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- The school aims to provide a "rolling" programme of SRE from the Nursery to Year 6 which ensures that children are provided with information which is easy to understand and relevant to their ages and maturity
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book monitoring, floor book and portfolio checks.

## **Key Principle**

**Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- SRE resources used to support children's understanding of new concepts, key vocabulary, books, posters
- Circle Time activities

TEACHERS WILL MAKE SURE THAT:

Children are taught about:

- the importance of stable and loving relationships

- the importance of respect for one another, regardless of religion, culture or sexual orientation
- sexuality and sexual health.
- how they are growing and changing, physically and emotionally
- a variety of teaching and learning styles are used including DVDs, information sheets, pamphlets, textbooks, games, role-play

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- confident and responsible young people, preparing for adult life

## **Key Principle**

**Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children with specific learning needs receiving support at the time and level it is required to optimise their learning

TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an Inclusion Leadership Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

## **Key Principle**

**Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- children's high self esteem, with all children feeling valued and secure

#### TEACHERS WILL MAKE SURE THAT:

- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- Other adults such as the school nurse or other health professionals may be involved and all materials and resources used will be appropriate to the age group
- they will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships

#### IMPLICATIONS FOR THE WHOLE SCHOOL:

- safe guarding procedures are in place and are adhered to
- Although SRE enables pupils to share thoughts and voice opinions it is not about disclosing personal information. The ground rules or a working agreement help pupils feel safe and able to participate fully whilst also protecting their privacy and safeguarding their welfare
- Members of staff cannot guarantee absolute or unconditional confidentiality in order to safeguard the welfare of the children, and pupils need to know this. If a member of staff hears something that suggests a child is at risk they need to refer this to the designated child protection lead. If a child discloses sexual activity this will be dealt with as a child protection matter and the schools child protection procedures must be followed.

### **Key Principle**

**Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.**

#### THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

#### TEACHER'S WILL MAKE SURE THAT:

- All teachers in Key Stage 2 will write to inform parents when they are about to begin an SRE topic
- parents are invited to an annual SRE meeting to explain how the subject is taught

#### IMPLICATIONS FOR THE WHOLE SCHOOL:

- We recognise that parents and carers have a key role to play in their children's learning about SRE. We are committed to working with parents on the delivery of Sex and Relationship Education and hope they will be able to support the SRE curriculum
- If parents wish to withdraw their child from SRE, they can only withdraw them from the parts of the SRE curriculum that are outside the compulsory science curriculum. Any parent seeking to withdraw a child should see the head teacher to discuss this.



## SEX AND RELATIONSHIP EDUCATION (SRE) PRIMARY SCHEME OF WORK

### Introduction

This SRE Scheme of work has been written to support primary and special schools to deliver a planned SRE curriculum as part of PSHE and Citizenship and science. It will also help schools prepare for the introduction of statutory PSHEE from September 2011. The aim is to offer primary and special schools a basic scheme of work which can be adapted according to the needs of their schools and their pupils.

### Development of the scheme

The scheme is based on key local and national guidance including; the suggested lesson plans produced in Camden (2003), the suggested activities for SRE in the Camden Primary PSHE and citizenship scheme of work (2008), the newly launched SRE Core Curriculum for London (2009), and the recommendations from the national review of SRE (2008). It covers the SRE elements of the Science National Curriculum, the non-statutory framework for PSHE and citizenship and the QCDA end of key stage statements for PSHE and Citizenship. It has been developed through consultation using questionnaires with PSHE Coordinators and class teachers, discussions with groups of pupils in Key Stage 2 and school-based workshops and meetings with parents and governors.

### Definition of SRE

SRE needs to cover the biology of growth and development including the human life cycle and reproduction, and also the personal and social aspects of growing up with a strong emphasis on relationships.

The scheme uses the following definition of SRE:

Sex and Relationship Education is not just about learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others and to **feel good about themselves** and the **choices** they make.

### Planning SRE and the National Curriculum

SRE is most effective when it is a planned part of the curriculum, coordinated across science and PSHE and Citizenship. Ideally it needs to be taught throughout the years, either as discrete topics or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. Many schools will choose to plan discrete teaching topics in particular years, such as Years 2, 4, 5 and 6.

## The content of the scheme

The scheme includes activities that progress from Year 1 to Year 6 and aims to help children gain knowledge and understanding, develop skills and form positive beliefs and attitudes.

### Knowledge and understanding about

- similarities between males and females
- parts of the human body
- growing and changing, including puberty
- reproduction and pregnancy
- relationships
- different types of families
- where to find help
- the impact of gender stereotyping and discrimination

### Skills to be able to

- talk, listen and think about their feelings, relationships and growing up
- form and maintain loving, caring and happy relationships
- make friends and manage friendships
- respect differences between people
- show empathy

### Attitudes and values about

- feeling positive about growing up
- importance of respect, care and love
- value of family life
- importance of stable and loving relationship

The scheme is based on Camden's SRE learning objectives, the science programme of study in the National Curriculum, and the QCDA end of key stage statements for PSHE and Citizenship\*, and has been written for Year 1 to Year 6. The learning objectives cover the science and PSHE and Citizenship non-statutory framework and QCDA end of key stage statements for PSHE and Citizenship.

The activities in each year progress from one year to the next as well as reinforce prior learning. Schools will want to make their own decisions about which activities to use in which years, based on the maturity and needs of their pupils and the school's SRE policy. Teachers may want to use activities from one year in an earlier or later year. In some schools, where SRE has not been covered in any detail, before Y4 or 5, teachers may want to use some of the activities from earlier years as an introduction.

\*the SRE learning objectives, science programme of study and QCDA end of key stage statements for PSHE and Citizenship, can be found on the CD.

## How the scheme works and the resources used

The scheme of work identifies key learning objectives and outcomes from Year 1 to 6 and offers suggested activities/lesson plans that can be used to meet them. The activities have been selected from a range of key SRE resources, many of which schools already use and are used in Camden's SRE training.

Each resource in the scheme, has been given an abbreviation in brackets according to the name of the resource e.g. My life is special activity 1 page 5 comes from All About Life (AAL). **All schools will be given two of the main resources;** Teaching SRE with confidence (CD ROM) by The Christopher Winter Project and Living and Growing Sex and Relationship Education for 5-11 year olds (DVD and teaching resource) by Channel 4. Some schools will not have all the resources mentioned and so **all** the activities needed for the scheme have been included on the CD.

## RESOURCES USED

<b>Name of resource</b>	<b>Author</b>	<b>Publisher and date</b>	<b>Code used</b>	<b>ISBN</b>
Teaching SRE with confidence (CD ROM) <b>Free copy with scheme</b>	The Christopher Winter Project	The Christopher Winter Project (2008) Email: sales@tcwp.co.uk www.tcwp.co.uk	CW	978-0-9558216-0-8
Living and Growing Sex and Relationship Education for 5-11 year olds (DVD) <b>Free copy with scheme</b>	Channel 4	Channel 4 (2005) Email:4learning.sales@channe;4.co.uk www.channel4.com/learning	LG	185144668-0
All About Life Sex and Relationship education in primary school	Lesley de Meza Stephen De Silva	Rapport Learning (2004) 020 7836 5888	AAL	1-899527-22-2
Learning for Life Book 2	Mary Gurney	Learning for Life	LfL	0-9544470-1-8
SRE scheme of work	Croydon LA	Croydon LA (2009)	Cr	Not applicable
SRE in primary	Cambridge Education @Islington	Cambridge Education @Islington (2005)	IS	Not applicable
Suggested lessons plans for Sex and Relationship Education Key Stage 2	Camden LA	Camden LA (2003) re-drafted (2008)	C03 C08	Not applicable
Birth, Care and Growth	Noreen Wetton and Margaret Collins	BBC (1999)	BCG	0 563 46498 4



## Useful reference and story books

### Key Stage 1

My Amazing Journey: A first look at where babies come from by P.Thomas, published by Macdonald Young Books. A picture book exploring conception and birth of a child

The World is Full of Babies by M.Manning and B.Granstorm, published by Franklin Watts. Storybook about animal development (including humans)

My body Your Body by M.Manning and B.Granstorm, published by Franklin Watts. Facts about the body with links to the animal world.

How did I begin? by M.Manning and B.Granstorm, published by Franklin Watts. Introduction to the facts of life for young children.

Where Babies Come From by Rosemary Stones, published by Puffin. Includes correct names for parts of the body.

The Family Book by Todd Parr published by Little Brown Books for Younger Readers

It's Ok to be different by Todd Parr published by Little Brown Books for Younger Readers

We belong together-a book about adoption and families by Todd Parr published by Little Brown and Company

Amazing Grace by Mary Hoffman and Caroline Binch published by Frances Lincoln Children's Books

Once There Were Giants by Martin Waddell and Penny Dale published by Walker Books Ltd (used in Year 2 lesson 5)

Tell Me About The Day I Was Born by Jamie Lee Curtis published by Scholastic Press (used in Year 2 lesson 7)

### Key Stage 2

Mummy Laid an Egg by Babette Cole, published by Red Fox. Storybook where children dispel some of the myths about where babies come from and explain how babies are made at a simple level and in a humorous way

Hair in Funny Places by Babette Cole, published by Jonathan Cape. Explains puberty in a humorous way

Let's Talk about Where Babies Come From by Robie H Harris and Michael Emberley, published by Walker Books. Information about sexual health and reproduction where the reader is led by the "bird" and the "bee".

The Puberty Book by Wendy Darvill and Kelsey Powell, published by New Leaf. Humorous and informative description of puberty.

Billy and the Baby by T Bradman and L Breeze, published by Harper Collins. Storybook about the arrival of a new sibling.

<b>For support and information on SRE</b>	Camden School Improvement Service Camden Children, Schools and Families Crowndale Centre, 218-220 Eversholt Street London NW1 1BD Tel 020 7974 7302 - Email <a href="mailto:gmorris@camden.gov.uk">gmorris@camden.gov.uk</a>
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**SEX and RELATIONSHIP EDUCATION SCHEME OF WORK**  
**SRE SCHEME OF WORK FOR KEY STAGE I**  
**YEAR I**

<b>Lesson</b>	<b>Learning Objectives Children will learn</b>	<b>Learning Outcomes Children will be able to</b>	<b>Activities</b>
1	To know that all animals (including humans) grow and change as they get older To know that animals (including humans) have babies	Name the main stages of human growth; baby, toddler, child, teenager, adult, older person Give an example of a life cycle Name different animals and their babies	Life changes page 4 (AAL) Life cycles Activity sheet 8 page 19 and instructions page 11 Unit 1 (LG) Extension activity Baby animals activity sheet 19 page 38 and instructions page 33 Unit 1 (LG)
2	To know that they are growing and changing To know that each of them is unique	Describe how they have grown since being a baby Describe how they know they have been growing Describe how they are unique and special	I know I am growing pages 8/9 and activity sheets 4 and 6 (BCG) My life is Special activity 1 (only) page 5 and activity sheet "I'm special" (AAL) Prior to this could collect pictures/photos of people at different stages of life (babies, toddlers, children, teenagers, adults, older people) and ask groups to put in order from baby to older person and display under heading Life Changes-growing, changing and ageing. Children can also bring in photos of themselves as babies and compare with photos of themselves now, and make a display "When I was a baby I could... Now I am 5/6 I can....."
3	To know ways to tell the difference between male and female animals, including humans	Describe how we can tell whether an animal is male or female Give scientific names for the parts that make males and females different	Male and female activity sheet 2 page 13 and instructions page 8 (LG)  Body Parts pages 54-57 (Cr)
4	To know there are different types of family To know that all families have a special role in children's lives	Describe their family Explain why families are special Describe ways families take care of each other	Family pages 58-61 (Cr) (extend activity 4 with activity 2 from My Life is Special page 5 in lesson 2) (AAL)
5	To understand what friendship is	Describe who a friend is and what a friend does Show some skills needed to make and maintain friends and resolve disagreements	Friendships pages 62-64 (Cr)

## SRE SCHEME OF WORK FOR KEY STAGE 1 YEAR 2

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	<p>To introduce the concept of male and female and challenge gender stereotypes</p> <p>To identify the differences between males and females</p>	<p>Talk about how boys and girls can be the same and different</p> <p>Describe some of the similarities and differences between male and female babies</p>	<p>Differences: boys and girls Year 2 lesson 1 activities 1-8 (CW)</p> <p>Extension activity Class Survey sheet 6 page 17 and instructions page 10 Unit 1 (LG)</p>
2	<p>To know the biological differences between male and female animals, including humans</p> <p>Understand that a male and female are needed to make their young</p>	<p>Name some differences between male and female animals, including humans</p> <p>Explain that to make a new life needs a male and female adult</p>	<p>Differences: Male and Female Year 2 lesson 2 activities 1-7 (CW)</p> <p>DVD Differences Unit 1 programme 1 (LG) (it includes names of male/female sex parts, including clitoris)</p> <p>Could also use Where do we come from? Page 6 (BCG)</p> <p>This needs pictures of different animals and their young</p>
3	<p>To learn about helping others</p> <p>To understand that boys and girls have differences but we all need friends</p>	<p>Describe ways to help a new pupil feel welcome</p> <p>Describe what makes a good friend, whether a boy or girl</p>	<p>Boys, girls and friendships page 9 and activity sheet "Good friendship" (AAL)</p>

4	<p>To know the physical differences between males and females</p> <p>To know the correct names for body parts, including reproductive/sex parts</p>	<p>Describe the physical differences between males and female bodies</p> <p>Name the biological terms for the main male and female reproductive/sex parts</p>	<p>Naming the body parts Year 2 lesson 3 activities 1-7 (CW)</p>
5	<p>To know about the human life cycle</p> <p>To know that humans, reproduce and start life as babies</p> <p>To identify ways they are growing and changing</p>	<p>Describe the main stages of the human life cycle</p> <p>Identify ways they have grown and changed since being babies</p>	<p>Human Life Cycle Year 2 lesson 4 (IS) Includes Once There Were Giants by Martin Waddell and Penny Dale published by Walker Books Ltd</p>
6	<p>To know there are special people around them who care for them</p> <p>To know how they can care for the special people around them</p>	<p>Describe who is special to them and how they can make them happy</p> <p>Describe how they sort things out when things go wrong</p>	<p>My Special People and Me page 6 (AAL)</p>
7	<p>To know about different types of families</p> <p>To know their home-life is special</p>	<p>Describe their own family and what is special about it</p>	<p>Special and Different-families Year 2 lesson 6 (IS) Uses Tell Me About The Day I Was Born by Jamie Lee Curtis published by Scholastic Press</p> <p>Do additional/alternative activities if closing activity too similar to above activities</p>

## SRE SCHEME OF WORK FOR KEY STAGE 2 YEAR 3

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	<p>To know about stereotyping of males and females</p> <p>To understand the link between gender stereotyping and discrimination</p>	<p>Identify the similarities and differences between males and females</p> <p>Give examples of gender stereotypes</p> <p>Explain how stereotyping might feel</p>	Challenging Gender Stereotypes Year 3 lesson 1 (CW)
2	To know the biological differences between males and females	<p>Identify and use the scientific names for the body parts, including male and female sex parts</p> <p>Label male and female sex parts</p> <p>Explain that male and female sex parts are needed for reproduction</p>	<p>Labelling male and female bodies Year 2 lesson 3a or 3b (IS)-including DVD Differences Unit 1 programme 1 <i>also shown in Year 2 (LG)</i></p> <p>Schools can choose to do either Year 2 lesson 3a (which names the clitoris and uses DVD Differences Unit 1 programme 1 (LG) <i>also shown in Year 2 in this scheme</i>, or lesson 3b that does not mention the clitoris)</p> <p>The lesson includes Same but different activity sheet 5 page 16 and instructions page 10 Unit 1 (LG)</p> <p>Naming body parts activity sheet 4 page 15 and instructions page 9 Unit 1 (LG)</p> <p>How babies are made information sheet, adapted from pages 55 and 56 Book 2 (LfL)</p>
3	To explore family differences and challenge stereotyping	<p>Describe what a family is</p> <p>Describe different kinds of families</p> <p>Identify similarities and differences between families</p>	Family Differences Year 3 lesson 3 (CW)
4	To understand how they are growing and changing	<p>Describe how they are growing and changing</p> <p>Describe their hopes for the future</p>	Growing and Changing Year 3 Lesson 1 and Growing Up worksheet (C03)

## SRE SCHEME OF WORK FOR KEY STAGE 2 YEAR 4

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	To understand the main stages of the human lifecycle To understand the changes that humans go through at the different stages	Describe the main stages of the human lifecycle Describe some of the features of the different stages Describe what babies can do and how they change as they grow up	Growing and Changing Year 4 lesson 1 (CW)
2	To know the basic facts about puberty, reproduction and pregnancy To know where babies come from	Explain what puberty is and why it happens Describe the changes that happen during puberty Explain that a sperm and an egg make a baby	Body Changes and Reproduction Year 4 lesson 2 (CW)  This includes DVD How did I get here? Unit 1 Programme 2 (LG)
3	To understand the physical and emotional changes that happen at puberty for boys and girls To feel positive about growing up To know that each person experiences puberty differently	Describe the changes that happen to the body at puberty	What is Puberty? Year 4 lesson 3 (CW)  Instead of body changes worksheet could do Puberty-similarities and differences between boys and girls Year 4 lesson 1 (C03)
4	To understand the importance of personal hygiene at puberty To know about different items that help keep us clean	Explain why it is important to wash when going through puberty Describe different items needed for personal hygiene	Keeping Clean Why Wash? Year 4 lesson 2 and worksheet Keeping my body clean (C03)

## SRE SCHEME OF WORK FOR KEY STAGE 2 YEAR 5

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	To think and talk about how they have grown and changed since they were babies	Complete a growing and changing lifeline  Talk about changes	Developing from birth-Me then and Now Year 5 lesson 1 and worksheet My growing and changing lifeline (C03)
2	To know about the physical changes that happen at puberty	Give a definition of puberty  Describe the physical changes that happen to males and females  Explain that people experience puberty at different rates	Puberty-How our bodies change Year 4-5 lesson 2a (with DVD) and 2b (without DVD) (IS) The DVD is Changes Unit 2 Programme 4 (LG)  As a revision activity could use Puberty-similarities and differences between boys and girls Year 4 lesson 1 (C03)  If pupils need revision of body parts could also use activities from Year 3 lesson 2 in this scheme, or pictures of male and female reproductive parts from Year 5 lesson 3 (CW)  Information for teacher on female and male anatomy and word list with definitions pages 18-20 (C03)
3	To understand what menstruation and wet dreams are  To know how to manage menstruation and wet dreams	Describe what menstruation and wet dreams are  Describe ways to manage menstruation and wet dreams	Understanding menstruation and wet dreams Year 4-5 lesson 3 (IS) Including DVD Girl Talk Unit 3 Programme 7 (LG)  Includes extracts from Everything you ever wanted to ask about willies and other boy's bits by T.Kreitman et al published by Piccadilly Press  Include some of Girl Facts activity sheet 7 page 18 and instructions page 11 Unit 3 (LG) and/or show menstrual cycle explanation cards and use puberty card game in Menstruation and Wet Dreams Year 5 lesson 3 (CW).  For extension activities could use Puberty Pyramid activity sheet 24 page 43 and instructions page 35 Unit 3 (LG) and menstruation card game for girls in Menstruation and Wet Dreams Year 5 lesson 3 (CW)

4	To know the importance of hygiene during puberty	<p>Explain how puberty affects body hygiene</p> <p>Explain ways to keep clean during puberty</p>	<p>Changing the Way We Keep Clean Year 4-5 Lesson 4 (IS)</p> <p>Includes Clean Up activity sheet 5 page 16 and instructions page 10 Unit 3 (LG)</p>
5	<p>To know how puberty affects emotions and behaviour</p> <p>To develop strategies for managing changes that happen at puberty</p>	<p>Describe feelings and behaviours during puberty</p> <p>Explain how changes during puberty can affect relationships</p> <p>Describe strategies for managing changes at puberty</p>	<p>Changing feelings Changing lives Year 4-5 Lesson 5 (IS)</p>



## SRE SCHEME OF WORK FOR KEY STAGE 2 YEAR 6

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	<p>To understand the physical, emotional and social changes that take place during puberty</p> <p>To dispel any myths about puberty</p> <p>To explore some of the concerns teenagers might have about puberty</p>	<p>Describe the physical and emotional changes that happen to males and females during puberty</p> <p>Explain the link between puberty and reproduction</p> <p>Produce solutions to teenage problems</p>	<p>What's all this about puberty Years 5/6 Lesson 1 (IS)</p> <p>Includes DVD Girl Talk and Boy Talk Unit 3 programmes 7 and 8 (LG)</p> <p>There are also additional problem page letters from Year 5 lesson 2 (CW)</p>
2	<p>To explore different attitudes towards gender</p> <p>To understand the impact of gender stereotyping</p> <p>To explore how the media affects attitudes to gender</p>	<p>Describe what affects our attitudes to gender</p> <p>Describe what gender stereotyping is and its impact</p> <p>Describe how the media affects attitudes to gender</p>	<p>Becoming men and women Years 5/6 lesson 2 (IS)</p> <p>Includes DVD Let's Talk About Sex Unit 3 Programme 9 (LG)</p>
3	<p>To understand the qualities of a good friend</p> <p>To know the differences between a friendship and an intimate relationship</p> <p>To explore the concept of love</p>	<p>Identify the qualities of a good friend</p> <p>Explain the difference between friendship and an intimate relationship</p> <p>Describe what love is</p>	<p>Building good relationships Years 5/6 lesson 3 (IS)</p> <p>Could also use Too Sexy for my shirt activity sheet 18 page 37 and instructions page 32 Unit 3 (LG)</p>
4	<p>To know the names of the male and female reproductive parts</p> <p>To know what sexual intercourse is and how a baby is made</p>	<p>Label male and female reproductive parts</p> <p>Explain how a baby starts</p>	<p>Sexual relationships Years 5/6 lesson 4 (IS)</p> <p>Includes DVD How babies are made Unit 2 Programme 5 (LG)</p> <p>Extension activity Reproduction Questions and Answers from Puberty and Reproduction Year 6 lesson 1 (CW)</p> <p><b>Teaching about contraception and sexually transmitted infections (STIs)</b></p> <p>This lesson offers an opportunity to talk about what contraception is and how it can reduce the risk of an unplanned pregnancy and how barrier methods can reduce the spread of STIs, including chlamydia and HIV/AIDS. However, the decision to include these aspects needs to be guided by the school's SRE policy.</p>

5	<p>To explore reasons why people have babies</p> <p>To know what conception and pregnancy are</p>	<p>Describe some of the decisions adults need to make before having a baby</p> <p>Explain some basic facts about conception and pregnancy</p>	<p>Conception and pregnancy Year 6 lesson 3 (CW)</p> <p>Instead of the conception and pregnancy statements could use the statements from the conception and pregnancy quiz from Conception and Pregnancy Years 5/6 lesson 5 (IS)</p> <p>Extension or reminder activity How does a baby start? Activity sheet 11 page 26 and instruction sheet page 21 Unit 2 (LG) or How does pregnancy begin from Conception and Pregnancy Years 5/6 lesson 5 (IS)</p>
6	<p>To know about the roles and responsibilities of being a parent</p> <p>To know some of the needs of babies</p>	<p>Describe the qualities of needed to be a parent</p> <p>Describe some of the needs of babies and how parents meet those needs</p>	<p>Either</p> <p>Being a Parent Year 6 lesson 2 (C03)</p> <p>Or</p> <p>Being a parent Years 5/6 lesson 6 (IS)</p>

**Amanda Aplicano, & Robin Warren**

May 2018

## **DISSEMINATION OF THE POLICY**

**The policy will be given to all members of staff and copies will be available for parents.**

## **PROCEDURES FOR MONITORING AND EVALUATION**

**The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.**