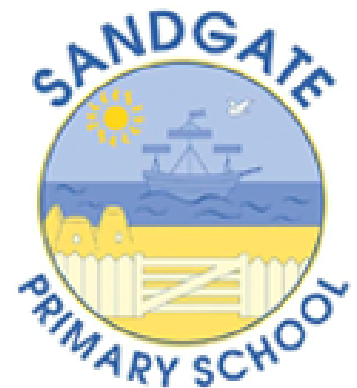




# Sex and Relationship Education



“This new edition of *Teaching SRE with Confidence in Primary Schools* reflects the recent developments in SRE and the Science National Curriculum.

CWP have devised new lessons, increasing the focus on safeguarding/keeping children safe. This resource encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

In Reception we focus on daily routines, keeping clean and families. From Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help.

The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction. In Year 6 we have added an extra lesson on internet safety and communication in relationships.” –CWP, 2016

- Sex and Relationship Education (SRE) vs. Relationship Education - What's in a name?

- Department for Education guidance, 2000:

“The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.”

“All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.”

“Schools should have clear parameters on what children will be taught in the transition year before moving to secondary school. This should include:

- changes in the body related to puberty, such as periods and voice breaking;
- when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and
- how a baby is conceived and born.”

- Ofsted, ‘Not yet good enough: personal, social, health and economic education in schools’, 2012:

“Sex and relationships education required improvement in over a third of schools, leaving some children and young people unprepared for the physical and emotional changes they will experience during puberty, and later when they grow up and form adult relationships. This is a particular concern because as recent research conducted by The Lucy Faithfull Foundation indicates, failure to provide high quality, age-appropriate sex and relationships education may leave young people vulnerable to inappropriate sexual behaviours and exploitation, particularly if they are not taught the appropriate language, or have not developed the confidence to describe unwanted behaviours, do not know who to go to for help, or understand that sexual exploitation is wrong.”

- Parental choice

The Learning and Skills Act, 2000: “parents have the right to withdraw their child from all or part of SRE provided outside national curriculum science.”

# Foundation

## Lesson 1

### **LI: To consider the routines and patterns of a typical day.**

Discussion of the children's routines and sequencing events from their days.

## Lesson 2

### **LI: To understand why hygiene is important.**

Looking of pictures of items we use to keep clean. What are they for? How does it keep us clean? Which parts of the body do we need to wash the most often? Why is it important to wash our hands after going to the toilet? etc.

(Accept children's words for body parts and use term 'private parts' where necessary.)

## Lesson 3

### **LI: To recognise that all families are different.**

Discuss different family members, including step-mum and step-dad. Draw pictures of families (own or others): look at them as a class and discuss variations. Talk about how family members care for, look after, and help one another.

# Year 1

## Lesson 1

### **LI: To understand some basic hygiene principles.**

Discuss daily routines, including washing, brushing teeth and getting dressed. Look at pictures of things used to keep us clean and discuss what the objects are, how they help people keep clean, when they're used and if they would need help to use it.

## Lesson 2

### **LI: To introduce the concept of growing and changing.**

Look at photographs of a female and a male baby and ask which baby is a girl. How do we know it's that baby rather than the other one? Agree they have different private parts and discuss that the scientific name for these is penis and vagina (whilst acknowledging that children may use different names for them).

Look at photos of people of various ages and order them from the youngest to the oldest.

## Lesson 3

### **LI: To explore different types of families and who to ask for help.**

Discuss range of family members, different types of families and who to ask for help.

## Year 2

### Lesson 1

**LI: To introduce the concept of male and female and gender stereotypes.**

**To identify differences between males and females.**

Pupils to discuss ways they think boys and girls are different. Sort objects and clothing into 'boys', 'girls' or 'both' and consider if that is always the case.

### Lesson 2

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

Look at photographs of male and female animals and discuss how they know whether they're male or female. Introduce the words 'teats' and 'udder' and explain they're only found on females, as they feed their babies. Discuss that a male and female are always needed to make a baby.

### Lesson 3

**LI: To focus on sexual difference and name body parts.**

Recap lessons 1 and 2 and remind the pupils that there are some important differences between male and female bodies. Sort body parts into 'male' or 'female'. (Same language will be used as in Year 1.) Pupils to complete body parts worksheet, matching the words for the body parts to the drawing.

# Year 3

## Lesson 1

### **LI: To explore the differences between males and females and to name the body parts.**

How does a doctor know if a baby is male or female when it's born? Accept any words that the pupils use to refer to 'private parts' and ask if they can remember the scientific words. Look at the photographs of babies: can the pupils say which one is male and which is female?

Discuss that the vagina is actually inside the body and leads up to the womb, which is part of the body where a baby can grow. Ensure the pupils understand the words penis, testicles, vagina and womb.

Discuss the term 'private parts': why do we refer to them as private? Should people see or touch things that are private?

## Lesson 2

### **LI: To consider touch and to know that a person has the right to say what they like and dislike.**

Pupils to give examples of ways people touch each other –pleasant and unpleasant –e.g. push, hug, scratch, kiss. Discuss which touches the pupils like and do not like. Emphasise that this may be different for everyone, but everyone knows their own likes and dislikes and has a right to say what is ok and what is not okay.

Demonstrate someone not taking into account someone else's personal space. How might people feel in this situation? Read and discuss 'problem pages'.

## Lesson 3

### **LI: To explore different types of families and who to go to for help and support.**

Pupils to think about and discuss what 'family' means. What makes a family? Do families always live together? Are people always born into families?' Do people always live with their parents? Are parents always married? etc. Families can all be very different, but all are equally valid.

Refer to previous problem pages. Ask the pupils who they could talk to if these were their problem.? (Ensure pupils consider school staff, police officers, parents, family and friends and make them aware of Child Line ([www.childline.org.uk](http://www.childline.org.uk)))



## Year 4

### Lesson 1

#### **LI: To explore the human lifecycle.**

Look at human lifecycle pictures and word cards. Pupils sequence them to show the stages of life a human goes through and label each picture with a word card. Emphasise that in the 'teenager' stage a person experiences a lot of changes as they develop from a child to an adult.

### Lesson 2

#### **LI: To identify some basic facts about puberty.**

Check whether the pupils know what puberty is and explain it is a special time when a child gradually grows and develops into a young adult and both their bodies and feelings change a great deal.

Play 'body parts bingo', naming body parts, including penis and vagina, and discuss which body parts are male, which are female, and which are the same or similar for both.

Look at pictures of body changes. Share observations.

### Lesson 3

#### **LI: To explore how puberty is linked to reproduction.**

Listen to book 'Hair in Funny Places' and list the physical changes caused by 'Mr and Mrs Hormone'. Reflect on how the female character's feelings changed as her body changed and remind pupils this could be the same for the male character. Explain what hormones are and that they're activated at different times for different people.

Explain that one of the most important differences to start inside the body during puberty is that males produce a seed, called sperm, and females produce a special kind of egg, called an ovum, and these need to join together in the woman's body to make a baby.

(No explanation needed at this stage of how the sperm gets from the man's body into the woman's body to join the egg. Pupils can be told they will learn this in year 6.)

Discuss why puberty can be an exciting time and that there is a lot to look forward to. Make a list with the class of positive and exciting aspects of entering puberty, such as being given more responsibility, getting taller, going to bed later etc.

## Year 5

### Lesson 1

#### **LI: To explore the emotional and physical changes occurring in puberty.**

Explain that puberty is a special time of change when children grow and develop into young adults, or teenagers. Discuss when puberty can happen, who it happens to and why it happens.

Look at pictures of male and female bodies and discuss how you can tell they have gone through puberty. Look at pictures of the reproductive organs and label key parts (womb/uterus, ovaries, vagina, penis, testicles, scrotum). Explain that during puberty the female starts to produce eggs in the ovaries and the male starts to produce sperm in the testicles.

Pupils to be given the opportunity to ask anonymous questions, to inform future lessons.

### Lesson 2

#### **LI: To understand male and female puberty changes in more detail.**

Watch and discuss an animation of the menstrual cycle and discuss how the menstrual cycle can impact on a woman's feelings. Show different types of sanitary wear and explain how they work.

Discuss some of the key changes that happen to boys during puberty, such as sperm production, testicles 'dropping', erections and wet dreams. Discuss how these changes might impact on a boy's feelings and moods and reinforce that they are a normal part of growing up.

Respond to anonymous questions, where appropriate.

### Lesson 3

#### **LI: To explore the impact of puberty on the body and the importance of physical hygiene.**

#### **To explore ways to get support during puberty.**

Look at spot cream, a bra, a comb, deodorant, make up, shaving foam, sanitary towels, tampons, diary, teenage magazine and mobile phone: discuss what it is, who uses it and why someone going through puberty might use it. Explore how people can look after their bodies and feelings during puberty.

Look at a puberty problem page and ask what advice they would give.

# Year 6

## Lesson 1

### **LI: To consider puberty and reproduction.**

Recap from Year 5 the changes that happen in puberty and the correct vocabulary related to these.

Pupils to answer questions about reproduction such as ‘why do our bodies change during puberty?’ and ‘what is menstruation?’

## Lesson 2

### **LI: To consider physical and emotional behaviour in relationships.**

Look at relationship photographs and consider what kind of relationship is shown, whether it’s positive or negative and how you can tell. Consider the question ‘what makes a person feel safe in a relationship?’

Discuss the qualities of a good friend and whether these qualities would also be important in an adult relationship.

Consider different ways of touching and whether or not that are sexual (e.g. high five, holding hands, touching private parts). Discuss that touching of any parts the pupils consider to be private is only appropriate in a sexual relationship between two adults. Emphasise the most important issue is that each person is an adult and that they agree to or consent to the touching because it feels right to them (not because they feel they have to agree to it).

Pupils to be given the opportunity to write anonymous questions which can be answered in future lessons.

## Lesson 3

### **LI: To explore the process of conception and pregnancy.**

Make a timeline to illustrate the different stages in a relationship that could lead to having a baby and starting a family, starting at 'meeting someone special' and ending with 'decide to have a baby'. Discuss what needs to happen before two people decide to have a baby.

Pupils to sequence 'How does a baby start?' picture cards. Discuss words on each slide to ensure they are understood.

Also touch on IVF, sperm donors, fostering and adoption.

Respond to anonymous questions from previous lesson.

## Lesson 4

### **LI: To explore positive and negative ways of communicating in a relationship.**

Discuss questions relating to relationships, such as 'what does it mean when we say someone is 'going out' with someone else?' and 'What is the difference between having a 'boyfriend/girlfriend' and 'a friend who is a boy/girl'? Discuss in what type of relationship people would share private information (reinforce e-safety: not sharing private information with people online).

Pupils to think about the different ways two people might communicate with each other and identify different technologies they use to communicate. Consider whether statements such as 'Sophie has an online friend who lives in Germany and has sent her some pictures of her house and her pets; she asks Sophie to send her some photos of what her house looks like. It is OK for Sophie to do this because her online friend lives in a different country' are true or false.

Remind pupils of key e-safety.