



# Kingston Community School

*Grace, love & fellowship*

## Sex and Relationships Policy

<b>Approved</b>	<b>September 2017</b>		
<b>Review Date</b>	<b>September 2020</b>		
<b>Signed (Interim Head Teacher)</b>		<b>Name</b>	<b>Devinder Riat</b>
<b>Signed (Chair of Local Governing Body)</b>		<b>Name</b>	
<b>Signed (Company Secretary)</b>		<b>Name</b>	

# Sex and Relationships Policy 2017

## **Background Information**

Kingston Community School is a brand new free school (part of the Chapel St family of schools) with a Christian ethos of love, grace and fellowship.

The school will provide places for children in the local and wider community including those from across the Royal Borough of Kingston London Borough but particularly from areas around Kingston. Children come from a variety of family backgrounds and reflect the social, ethnic and religious nature of this area and we welcome children from all faiths. Our school population is inclusive of children with special needs who have a range of needs of varying types and degrees of severity, as well as children for whom English is an Additional Language. Both SEN and EAL pupils are supported by a range of personnel and wide-ranging strategies to ensure equal access to the curriculum including Sex and Relationships Education.

At Kingston Community School, we believe sex and relationships education (SRE) goes beyond the biological knowledge of sex and the importance of personal hygiene; it also has moral, legal, religious, cultural and ethnic dimensions. It is part of our 'Healthy Schools' belief and approach to welcoming all children and their families to our school to guide and develop the children in making informed choices, to understand and deal with their emotions and experience healthy relationships with others. We aim to achieve this through our school's approach and the Chapel St ethos of "Love, Grace and Fellowship".

## **Aims of Sex and Relationship Education (SRE)**

***NB: The aim of the SRE policy is to clarify the content and the manner in which SRE is delivered in this school. This policy forms part of our overall policy on PSHE and Citizenship.***

We recognise that effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives but it should not be delivered in isolation. We aim to give the children in our care support and help in their physical, moral and social development so that they will learn to respect themselves and others and to move with confidence from childhood through adolescence to adulthood.

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, value and attitudes. Kingston Community School believes that SRE in this school will be developmental and a foundation for further work in the secondary school phase. The school will work towards this aim in partnership with parent/carers and in accordance with the National Healthy School Standard whole school approach and statutory expectations of the National Curriculum in England.

At Kingston Community School, we lay the foundations for this through many areas of the curriculum, most notably our Ealing Personal Social Health Education (PSHE)

programme, supported by SEAL (Social and Emotional Aspects of Learning) resources; our science within our curriculum. We provide education about relationships including focusing on friendships, bullying and the building of self-esteem, through our SRE which is a programme included within the Healthy School London website (Appendix 1).

SRE at Kingston Community School lays the foundation of personal and social development by ensuring that all children will be supported to develop the attitudes, skills and knowledge, which will help them to have enduring, loving and fruitful relationships. We aim:

- To develop confidence in talking, listening and thinking about feelings and relationships
- To ensure that SRE is inclusive of all pupils and all religions and cultures; it will be based upon the knowledge of and sensitivity toward individual children, as well as to group needs, i.e. maturity, gender, religion, culture and SEN
- To impart knowledge so that children can understand and take responsibility for their actions
- To provide children with the correct language and terminology to discuss the changes in their bodies and an awareness that other language may be used
- To help children gain confidence to understand and explain their feelings, their relationships and the changes in their bodies
- To help children to keep safe from unwanted attention and to ensure that they know where to go for help and advice
- To prepare children for puberty and changes in their bodies
- To contribute to children's emotional health and well-being and, in particular, to understand their rights as human beings and the rights of others
- To teach children to be aware of the breadth of human sexuality
- To reduce prejudice and stereotyping

With this foundation it is expected that children and young people will develop the skills and confidence to enable positive discussions about sexuality and sex and relationships as they get older in preparation for adult life.

### **Moral and Values Framework**

We believe that policies should reflect the ethos, values and beliefs of the school as a whole and have ensured that this policy links with other relevant policies including those on Teaching and Learning (in process), Child Protection (safeguarding), PSHE (in process); Drugs Education (in process); Behaviour (including anti-bullying), Equal Opportunities, Assessment (in process), and Visitors/Parent Helpers Policy (in process).

### **Content**

The SRE programme will:

- provide information which is easy to understand and relevant and appropriate to the age and maturity of our pupils
- include the development of skills, including communication and social skills
- encourage the exploration of values and attitudes

SRE will be mostly taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupils' development and the spiral curriculum concept. Learning in this area will be integrated into the children's topics and approached at an appropriate level in each year group.

**Other resources which the school will dip into to support a broad approach to the content and underlying principles of the SRE programme will be drawn from the Health Development Agency 'Primary Project for Health Education', 'Health for Life' by Noreen Wetton, 'I am, I know, I can,' by Tacade; the Family Planning Association 'Sex Education: Why, What and How?', the National Curriculum Science and PSHE Framework, the SEAL project; Developmental Assets Programme and SRE Guidance and the National Healthy School Standard (see below).**

## Topics covered in the school's SRE programme

**SRE PRIMARY CURRICULUM OVERVIEW**

	FOUNDATION STAGE	KEY STAGE ONE		KEY STAGE TWO			
	Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>TOPICS</b>	Myself and Others	Myself and Others	Differences: Boys and girls	Self Esteem	Growing and Changing	Talking about puberty	Puberty and reproduction
	Family Networks	Body Parts	Differences: Male and Female	Challenging Gender Stereotypes	Body changes and reproduction	Becoming men and women	Relationships and reproduction
	Body Awareness	Family	Naming Body Parts	Differences: Male and Female	What is puberty?	Puberty and hygiene	Conception and pregnancy
	Hygiene	Friendships	Everybody needs caring for	Family Differences	Thinking, feeling, doing – changing relationships	Menstruation and wet dreams	Being a parent
		Choices	Looking after the body	Decision Making	Assertiveness	Menstruation education for girls	HIV Transmission
				Safety	Your questions answered	Building good relationships	Your questions answered
		<b>Include assessment opportunities in every lesson and at the end each unit. See section 4 on assessment</b>					

## Organisation

### a) Planning

SRE is jointly co-ordinated by the BPD/WB (Behaviour, Personal Development and Well Being) and Science Co-ordinator. Planning for individual sessions/lessons is carried out by the year group teachers through their weekly planning.

### b) Delivery

- as topics
- through planned aspects of science
- through pastoral time including circle time and hive assembly (school council/circle of friends)
- addressed occasionally during whole school assembly time
- Through planned inputs from the school nurse and other health professionals

c) Teaching approaches

A variety of learning approaches which encourage pupils' full participation are used. Special attention is given to differentiated teaching so that the needs of all pupils are met wherever possible. These differentiated needs may be in terms of emotional and physical development, life experiences, literacy levels and learning difficulties (ref PSHE scheme of work)

d) Pupil groupings

Pupils are taught in mixed ability and mixed gender groups for the majority of the SRE programme. This is an integral part of the PSHE, Science and RE curriculums. However, when there is a specific need (e.g. members of a faith group, sensitivity of the topic), arrangements will be made to teach pupils in alternative appropriate groupings (e.g. when visiting a place of worship in conjunction with the relationships development aspect of our curriculum).

e) Resources

A wide range of teaching resources to support the delivery of the programme are available to teachers (and for inspection by parents if requested) through the PSHE Co-ordinator or Headteacher. The school uses a checklist provided by the Sex Education Forum to help in the selection of SRE resources to ensure that they are appropriate.

f) Staff

At present all members of staff are committed to delivering the programme and are supported through a training programme and specialists from the local Healthy Schools Team. However, if a member of staff feels ill equipped to take on the programme, the Deputy Head, PSHE or Science Co-ordinator will co-deliver the programme as an interim measure until the member of staff feels confident to resume this responsibility independently.

g) Time available

SRE forms some aspect of the curriculum in every year group (see SRE element of the PSHE, RE and Science Schemes of Work).

h) Assessment, Monitoring and Evaluation

Lessons will include formative assessment (for learning) to assist with planning, and summative assessment (of learning) to ensure that pupils reflect with the teacher on what they have learned in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. This is carried out in a variety of formal and informal ways and will depend very much on the age and maturity of the pupils and the intended learning outcomes.

Teachers also have the opportunity to reflect on what they have learned from the programme and are involved in its regular review and improvement.

Teachers are required to report on personal and social development in pupils' annual school reports and will incorporate progress and achievement in SRE within this (ref. Borough SRE Guidance and the school's Assessment Policy).

The PSHE and Science Co-ordinators will lead on monitoring and evaluating the teaching programme as a whole, at regular intervals throughout the year and formally on an annual basis.

### **Specific Issues**

Staff, parents/carers, pupils and relevant external agencies need to understand the schools' procedures on any of the following issues, should they occur.

#### **a) Equal Opportunities**

Through careful planning and assessment of the children we will ensure that all children receive appropriate information and opportunities to participate in sex and relationship education, ensuring that differentiation and access to the SRE curriculum are made available to all children. For further information, see the Equal Opportunities Policy.

#### **b) Confidentiality and personal disclosures**

Pupils will be made aware that some information cannot be held confidential especially if it concerns possible physical or sexual abuse, but that their best interests will be maintained at all times. Pupils will be told beforehand if confidentiality is to be broken, the reasons why and what course of action will happen next. At the same time pupils will be offered sensitive and appropriate support.

Teachers are not legally bound to inform parents or the Headteacher of any disclosures unless the Headteacher has specifically requested them to do so.

The following procedures will be adhered to by all adults:

##### **i) Disclosure or suspicion of possible abuse –**

The school's child protection procedures will be invoked and the member of staff must talk to the school's Designated Safeguarding Lead first to clarify what needs to happen next (see Child Protection Policy).

##### **ii) Disclosure that a child is sexually active or contemplating being sexually active -**

This will be viewed as a child protection issue and the designated teacher will deal with any such rare incident.

Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual pupils, but in a classroom situation they must follow the school's Confidentiality Policy.

#### **c) Relationships and Family Life**

Pupils are required to learn about the nature of marriage and its importance for family life and the bringing up of children. The school recognises that there are also strong and mutually supportive relationships outside marriage. Staff will therefore approach this topic by emphasising the significance of marriage and stable relationships as key building blocks of community and society, with an emphasis on stability, respect, caring and support within relationships.

d) Parental partnership

We seek to survey parental views to support the school's SRE provision and will share outcomes and use parental feedback to continually develop SRE to meet our children's needs. We also hope to allay any fears or concerns they may have about the policy or programme.

However, under the Education Act 1993 parents have a right to withdraw their children from all or part of the SRE programme, except for those parts included in the statutory National Curriculum. Parents wishing to exercise this right are asked to make an appointment with the Headteacher to discuss the issues in a sensitive and confidential manner. If this is not possible, parents are required to put this withdrawal in writing before it can be acted upon. (Once a child has been withdrawn they cannot take part without written parental permission). The school will make alternative arrangements for any such pupils.

e) Use of visitors

There are various people who can resource and support school based SRE. These people may include parents, the school nurse, religious or health professionals.

It is the PSHE co-ordinators' and teachers' responsibility to identify clearly the role and purpose of the outside visitor and to ensure that the visitor is aware of relevant school policies and the values framework in which they will work.

**Monitoring effectiveness of the SRE Policy**

- a) Effectiveness of the whole school policy will be monitored by SLT who are curriculum, PSHE and Science Co-ordinators.
- b) The policy will be monitored every 2 years and any recommendations reported to the governing body for their approval and a summary if appropriate included in the school profile.
- c) The SRE programme will be monitored annually and any changes reported to governors. The policy will be made available to all parents when their child enters the school.
- d) The Safeguarding LAB member will have a link role between the school and the LAB .

**Dissemination of the policy**

A summary of this policy is available on the school website and the full scheme of work available on request.

Appendix 1.

Healthy School London Website:

## **Personal Social Health and Economic Education (PSHEE)**



A range of resources can be accessed below:

### **NHSP Support materials**

[Anti-bullying guidance](#)

[PSHE Education guidance](#)

### **Curriculum resources**

[London Sex and Relationships Education \(SRE\) Primary Scheme of Work](#)

[London Sex and Relationships Education \(SRE\) Secondary Scheme of Work](#)

### **The following organisations have useful resources:**

[Sex Education Forum](#)

[SRE: End the Silence \(Terence Higgins Trust\)](#)

[PSHE Association](#)

[Saving Londoner's Lives](#)

[Mentor ADEPIS \(Alcohol and Drug Education and Prevention Information Service\)](#)

[Lions Life Skills](#)

[A-Life](#)

[Alcohol Education Trust](#)

[1Decision - PSHE Platform for Primary Schools](#)

[e-Bug - infection prevention and treatment - KS1-KS5](#)

[NAT World AIDS Day 2016 assembly and lessons](#)

[London Asthma Toolkit](#)

[Asthma guide for London schools](#)

[Epilepsy Guide for London Schools](#)

[Diabetes Guide for London Schools](#)

**Immunisations:** New meningococcal vaccination programme expected to save lives. The MenACWY vaccination programme is beginning with the vaccination of teenagers aged between 17 and 18 years old. For more information click [here](#)

[Winter Readiness Information for London schools](#)

[Alzheimer's Society](#)

[Supporting Young People with Sickle Cell and Thalassaemia in School](#)

[Jigsaw PSHE](#)

[Teenage mothers and young fathers: support framework \(PHE\)](#)

[Teenage Pregnancy and young parents \(LGA\)](#)

### **Local Healthy Schools resources**

[Hackney: Sex and Relationships Education: Support for Hackney Secondary Schools](#)

[Islington Healthy Schools: Keeping safe out and about: Year 6](#)

[Islington Healthy Schools: Smoking Lesson Key Stage 3](#)



[Islington Healthy Schools: Alcohol lesson: Year 9](#)

[Islington Healthy Schools: Primary PSHEC Scheme of work](#)

[Islington Healthy Schools: Primary SRE Pack](#)

[Islington Healthy Schools: SRE Covered sample pack](#)

[Islington Healthy Schools: PSHEE Programme of Study](#)

[Islington Healthy Schools: Lesson Female Genital Mutilation: Key Stage 3](#)

[Islington Healthy Schools Asthma Lesson \(Y2, 3, 4\)](#)

[Islington Healthy Schools Asthma presentation](#)

**NICE Public Health Guidelines**

[School-based interventions on alcohol](#)

[Interventions to reduce substance misuse among vulnerable young people](#)

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**SRE PRIMARY CURRICULUM OVERVIEW**

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	Body Awareness	Family	Naming Body Parts	Differences: Male and Female	What is puberty?	Puberty and hygiene	Conception and pregnancy
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		Choices	Looking after the body	Decision Making	Assertiveness	Menstruation education for girls	HIV Transmission
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# Foundation Stage

	Learning Intentions and Outcomes	Early Years Foundation Stage Links	Suggested Resources
Foundation Stage	<p><b>Unit One: Myself and Others</b></p> <p><b>Learning Intention:</b> To recognise some feelings. To recognise that their behaviour affects other people, especially when angry.</p> <p><b>Learning Outcomes:</b> To begin to have identified some of their feelings and recognised some of the ways they express them. To recognise how our feelings can influence our friendships. To realise that their behaviour (words and actions) can affect other people.</p>	<p><b>PSE</b> Self confidence and self esteem Making Relationships Behaviour and Self Control Sense of Community</p>	<p>Early Years Foundations Stage, Sex and Relationship Education Scheme of Work for Foundation Stage, Key Stage 1 and Key Stage 2, Croydon Healthy Schools</p> <p>The whole Foundation Stage Unit is taken with kind permission from the Croydon Scheme of Work.</p>
Foundation Stage	<p><b>Unit Two Family Networks</b></p> <p><b>Learning Intention:</b> That family and friends care for each other.</p> <p><b>Learning Outcomes:</b> To have identified family members and friends and the roles that they play. To know who they can talk to at home and at school</p>	<p><b>PSE</b> Making Relationships Self Care Sense of Community</p>	

<b>Foundation Stage</b>	<p><b>Unit Three</b>  <b>Body Awareness</b>  <b>Learning Intention:</b>          To appreciate and value their body, its capabilities and uniqueness.</p> <p><b>Learning Outcomes:</b>          To know that humans produce babies that grow into children and then into adults.          To consider the ways they have changed physically since they were born.          To begin to recognise the proper names for the external parts of the body.          To be able to describe some of the functions of some of the parts of the body.</p>	<p><b>PD</b>          Healthy and Bodily Awareness</p>	
<b>Foundation Stage</b>	<p><b>Unit Four</b>  <b>Hygiene</b>  <b>Learning Intention:</b>          To understand why hygiene is important.</p> <p><b>Learning Outcomes:</b>          Explain why it is important to keep clean.          Understand some basic hygiene routines.          Understand some areas in which they can look after themselves e.g. dressing and undressing</p>	<p><b>PSE</b>          Self Care</p> <p><b>PD</b>          Healthy and Bodily Awareness</p>	

## Key Stage 1: Year 1

	Learning Intentions and Outcomes	End of Key Stage Statements	Suggested Resources
Year 1	<p><b>Lesson One: Myself and others</b></p> <p><b>Learning Intention</b> To know the importance of valuing oneself To recognise that everyone is different</p> <p><b>Learning Outcomes</b> To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents. To know and value the different groups to which they belong. To recognise similarities and differences between themselves and their peers</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1d, to think about themselves, learn from their experiences and recognise what they are good at 2f, that they belong to various groups and communities, such as family and school 4c, to identify and respect the differences and similarities between people</p>	<p>Year 1, Sex and Relationship Education, Croydon Healthy Schools</p> <p>The whole Year 1 Unit is taken with kind permission from the Croydon Scheme of Work.</p>
Year 1	<p><b>Lesson Two Body Parts</b></p> <p><b>Learning Intention</b> To recognise their bodies' capabilities and uniqueness.</p> <p><b>Learning Outcomes</b> To identify similarities and differences between themselves and the opposite gender.</p> <ul style="list-style-type: none"> <li>To recognise and name, using the proper terminology, parts of the body and what those parts do.</li> </ul>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>3e, the names of the main parts of the body 4c</p>	

<p style="text-align: center;"><b>Year 1</b></p>	<p><b>Lesson Three Family</b></p> <p><b>Learning Intention</b> To know that there are different types of family and all families have special roles in children’s lives.</p> <p><b>Learning Outcomes</b> To be able to describe their family. To understand why their families are special. To identify different ways that families and individual members care for each other. To have identified their special people and be able to describe what makes them special</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1b, to share their opinions on things that matter to them and explain their views</p> <p>2a, to take part in discussions with one other person and the whole class</p> <p>4c, to recognise how their behaviour affects other people</p> <p>4d that family and friends should care for each other</p>	
<p style="text-align: center;"><b>Year 1</b></p>	<p><b>Lesson Four Friendships</b></p> <p><b>Learning Intention</b> To understand what friendship is</p> <p><b>Learning Outcomes</b> To describe who a friend is and what a friend does. To demonstrate some skills needed to make and maintain friendships</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1c, to recognise, name and deal with their feelings in a positive way</p> <p>2e, to realise that people and other living things have needs and that they have responsibilities to meet them</p> <p>4b, to listen to people and play and work cooperatively</p> <p>4d,</p>	

<b>Year 1</b>	<p><b>Lesson Five Choices</b></p> <p><b>Learning Intention</b> To recognise most children can make choices.</p> <p><b>Learning Outcomes</b> To understand that they have choices. To recognise that choices and responses will be affected by different factors. To recognise that some choices will be wrong and other choices will be right. To identify a simple way for decision making</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1a, to recognise what they like and dislike, what is fair and unfair and what is right and wrong</p> <p>1b,</p> <p>2c, to recognise choices they can make and recognise the difference between right and wrong</p> <p>3a to make simple choice that improve their health and well-being</p>	
<p><b>Additional recommended resources</b></p> <p>Key Stage 1 Lesson plans, p 47-73, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez &amp; Vanessa Cooper, NCB, 2006</p> <p>Let's Grow with Nisha and Joe, <a href="http://www.fpa.org.uk">www.fpa.org.uk</a></p> <p>Cambridge PSHE Service, Key Stage 1 Year Group 1, Unit 1 How My Body Works and Changes</p> <p>KS1 Sec 3 lesson 18, I am I Know I Can, Tacade</p> <p>The Truth About Babies, Andrea Shavick</p> <p>You'll Soon Grow Into Them Tlitch, Pat Hutchins</p> <p>Living and Growing, Unit 1, Programme 1, <a href="http://www.channel4learning.com/">http://www.channel4learning.com/</a></p>			

## Key Stage 1: Year 2

	Learning Intentions and Outcomes	End of Key Stage Statements	Suggested Resources
Year 2	<p><b>Lesson One: Differences: Boys &amp; Girls</b></p> <p><b>Learning Intention</b> To understand and respect differences and similarities between boys and girls</p> <p><b>Learning Outcomes</b> Describe the ways boys and girls can be the same and different Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1b share their opinions on things that matter to them and explain their views</p> <p>4c, to identify and respect the differences and similarities between people</p>	<p>Year 2 Lesson 1, Teaching SRE with Confidence, The Christopher Winter Project, <a href="http://www.tcwp.co.uk">www.tcwp.co.uk</a></p>
Year 2	<p><b>Lesson 2</b> <b>Difference Male and Female</b></p> <p><b>Learning Intention</b> To explore some of the differences between males and females and to understand how this is part of the life cycle</p> <p><b>Learning Outcomes</b> Describe some differences between male and female animals Describe some differences between boys and girls Understand that making a new life needs a male and a female</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>3e, the names of the main parts of the body 4c,</p> <p><b>National Curriculum Science</b></p> <p>Sc2/1b, that animals including humans move, feed, grow, use their senses, and reproduce</p>	<p>Year 2 Lesson 2, Teaching SRE with Confidence, The Christopher Winter Project</p> <p>DVD: Living &amp; Growing, Unit 1, Programme 1, <i>Differences</i></p> <p>Let's Grow with Nisha and Joe, <a href="http://www.fpa.org.uk">www.fpa.org.uk</a></p>
Year 2	<p><b>Lesson Three</b> <b>Naming body parts</b></p> <p><b>Learning Intention</b> To focus on sexual difference and to name body parts</p> <p><b>Learning Outcomes</b> Describe the differences between males and females Name the male and female body parts</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>3e,</p> <p><b>National Curriculum Science</b></p> <p>Sc2/1b 2a, to recognise and compare the main external parts of the bodies of humans and of other animals</p>	<p>Year 2 Lesson 3, Teaching SRE with Confidence, The Christopher Winter Project</p> <p>Let's Grow with Nisha and Joe, <a href="http://www.fpa.org.uk">www.fpa.org.uk</a></p>



	<b>Learning Intentions and Outcomes</b>	<b>End of Key Stage Statements</b>	<b>Suggested Resources</b>
<b>Year 2</b>	<p><b>Lesson Four</b> <b>Everybody Needs Caring For</b></p> <p><b>Learning Intention</b> To appreciate that everyone needs to be cared for</p> <p><b>Learning Outcomes</b> Identify ways to show care towards each other Understand that we all have different needs and need different types of care</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>2e, to realise that people and other living things have needs, and that they have responsibilities to meet them 3d, about the process of growing from young to old and how people's needs change 4d that families and friends should care for each other</p>	<p>Year 2 Lesson 5, Supporting Sex and Relationship Education in the Primary School, Islington Healthy Schools</p> <p><b>Additional Resources</b> The World Is Full of Babies, Mick Manning &amp; Brita Granstrom</p> <p>Let's Grow with Nisha and Joe, <a href="http://www.fpa.org.uk">www.fpa.org.uk</a> 2008</p>
<b>Year 2</b>	<p><b>Lesson Five</b> <b>Looking after the body</b></p> <p><b>Learning Intention</b> To learn why it is important to keep clean.</p> <p><b>Learning Outcomes</b> Describe how to look after particular parts of the body Explain why it is important to keep clean Describe and carry out basic hygiene Know what to take responsibility for and when to ask for help</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1d, to think about themselves, learn from their experiences and recognise what they are good at 3a, how to make simple choices that improve their health and well-being 3b, to maintain personal hygiene 3e</p>	<p>Year 2 Topic 2, Sex and Relationship Education, Croydon Healthy Schools</p> <p><b>Additional Resources</b> KS1 Sec 3 lesson 16, Keeping Clean. I am, I Know, I Can, Tacade</p>
<p><b>Additional recommended resources</b> Key Stage 1 Lesson plans, p 47-73, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez &amp; Vanessa Cooper, NCB, 2006</p>			

## Key Stage 2: Year 3

	Learning Intentions and Outcomes	End of Key Stage Statements	Suggested Resources
Year 3	<p><b>Lesson One:</b> Self Esteem</p> <p><b>Learning Intention</b> To recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify an area that needs to be strengthened.</p> <p><b>Learning Outcomes</b> To see oneself as special, to recognise strengths, abilities and personal characteristics. To have begun to build self esteem and confidence by looking at their skills and achievements To begin to identify personal areas that need improvement</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1b, to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p>	<p>Year 3 Topic 1, Sex and Relationship Education Scheme of Work, Croydon Healthy Schools</p>
Year 3	<p><b>Lesson Two:</b> Challenging Gender Stereotypes</p> <p><b>Learning Intention</b> To recognise and challenge gender stereotypes</p> <p><b>Learning Outcomes</b> Understand that males and females can do the same tasks and enjoy the same things Understand that there are different stereotypes (fixed ideas) about what males and females can do.</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1b, 4e to recognise and challenge stereotypes,</p>	<p>Year 3 Lesson 1 Teaching SRE with Confidence, The Christopher Winter Project</p> <p>Amazing Grace, Mary Hoffman and Caroline Binch Happy Families, Allan Ahlberg Princess Smartypants, Babette Cole William's Doll, Charlotte Zolotow</p>
Year 3	<p><b>Lesson Three:</b> Differences: Males and Females</p> <p><b>Learning Intention</b> To recognise the difference between males and females including body parts</p> <p><b>Learning Outcomes</b> Identify the differences between males and females Name male and female body parts using agreed words</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>3c, about how the body changes as they approach puberty</p> <p><b>National Curriculum Science</b></p> <p>2a, to recognise and compare the main external parts of the bodies of humans and of other animals</p>	<p>Year 3 Lesson 2, Teaching SRE with Confidence, The Christopher Winter Project</p> <p>Channel 4 Living and Growing Unit 1, Programme 1, Differences</p>

<p style="text-align: center;"><b>Year 3</b></p>	<p><b>Lesson Four:</b> Family differences</p> <p><b>Learning Intention</b> To recognise that families are different and to challenge stereotypes about families</p> <p><b>Learning Outcomes</b> To know that all families are different and have different family members Understand that people sometimes have stereotypes (fixed ideas) about families</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>4c to be aware of different types of relationship, including marriage and those between friends and families</p> <p>4e to recognise and challenge stereotypes,</p>	<p>Year 3 Lesson 3, Teaching SRE with Confidence, The Christopher Winter Project</p> <p>The Family Book, Todd Parr Who's in a Family? Robert Skutch Nutmeg Gets a Little Sister, Judith Foxon Happy Families, Allan Ahlberg Spark Learns to Fly, Judith Foxon</p>
<p style="text-align: center;"><b>Year 3</b></p>	<p><b>Lesson Five:</b> Decision Making</p> <p><b>Learning Intention</b> To be able to demonstrate simple decision making strategies</p> <p><b>Learning Outcomes</b> To recognise that choices require decisions. To be able to consider different possibilities. To demonstrate effective decision making skills.</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1c, to face new challenges positively by collecting information, looking for help, making responsible choices and taking action 2f, to look after their money and realise that future wants and needs may be met through saving</p> <p>4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p>	<p>Year 3 Topic 3, Sex and Relationship Education Scheme of Work, Croydon Healthy Schools</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 3</b></p>	<p><b>Lesson Six:</b> Safety <b>Learning Intention</b> To be able to use basic techniques to resist pressure.</p> <p><b>Learning Outcomes</b> To be able to identify potential dangers in different environments To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know To demonstrate basic techniques to resist pressure To know who they can go to for support and help</p>	<p><b>PSHE &amp; Citizenship Framework</b> 2k, to explore how the media present information 3e, to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p>	<p>Year 3 Topic 4, Sex and Relationship Education Scheme of Work, Croydon Healthy Schools</p>
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**Additional recommended resources**

Key Stage 2, Lesson plans, p 74-109, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez & Vanessa Cooper, NCB, 2006

Addressing Lesbian, Gay, Bisexual And Transgender Equality In Primary Schools: Books For Use In Primary And Early Years Settings, <http://www.nooutsiders.sunderland.ac.uk>

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## Key Stage 2: Year 4

	Learning Intentions and Outcomes	End of Key Stage Statements	Suggested Resources
Year 4	<p><b>Lesson One:</b> Growing and Changing</p> <p><b>Learning Intention</b> To understand the human life cycle and how the body changes</p> <p><b>Learning Outcomes</b> Describe the main stages of the human life cycle Describe the body changes that happen when a child grows up</p>	<p><b>PSHE &amp; Citizenship Framework</b> 3c, learn about how the body changes as children approach puberty</p> <p><b>National Curriculum Science</b> 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction 2f, about the main stages of the human life cycle</p>	Year 4 Lesson 1, Teaching SRE with Confidence , The Christopher Winter Project
Year 4	<p><b>Lesson Two:</b> Body Changes and Reproduction</p> <p><b>Learning Intention</b> To identify some basic facts about puberty, reproduction and pregnancy</p> <p><b>Learning Outcomes</b> Know that during puberty the body changes from a child into a young adult Understand why the body changes in puberty Identify some basic facts about pregnancy</p>	<p><b>PSHE &amp; Citizenship Framework</b> 3c, 1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p><b>National Curriculum Science</b> 2f,</p>	<p>Year 4 Lesson 2, Teaching SRE with Confidence, The Christopher Winter Project</p> <p>Channel 4 Living and Growing Unit 1, Programme 2, How did I get here?</p> <p>Tell Me Again About The Night I Was Born, Jamie Lee Curtis. Happy Families, Allan Ahlberg The Family Book, Todd Parr Who's in a Family, Robert Skutch</p>
Year 4	<p><b>Lesson Three:</b> What Is Puberty?</p> <p><b>Learning Intention</b> To learn about the physical changes associated with puberty</p> <p><b>Learning Outcomes</b> Know the physical changes that happen in puberty Know that each person experiences puberty differently</p>	<p><b>PSHE &amp; Citizenship Framework</b> 3c, 1d,</p> <p><b>National Curriculum Science</b> 2f,</p>	<p>Year 4 Lesson 3, Teaching SRE with Confidence, The Christopher Winter Project</p> <p>Hair in Funny Places, Babette Cole</p>

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Year 4	<p><b>Lesson Four:</b> Feeling, Thinking and Doing – Changing relationships</p> <p><b>Learning Intention</b> To learn strategies to deal with feelings in the context of relationships</p> <p><b>Learning Outcomes</b> Identify feelings and understand how they affect behaviour Show awareness that feelings change during puberty and these changes can affect our relationships Can practice strategies for managing some feelings</p>	<p><b>PSHE &amp; Citizenship Framework</b> 1d , 2f, to resolve differences by looking at alternatives, making decisions and explaining choices 4a, that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</p>	Year 4/5 Lesson 6, Supporting Sex and Relationship Education in the Primary School, Islington Healthy Schools
Year 4	<p><b>Lesson Five</b> Assertiveness</p> <p><b>Learning Intention</b> To understand and be able to use assertiveness skills</p> <p><b>Learning Outcomes</b> To have practised being assertive in different situations</p>	<p><b>PSHE &amp; Citizenship Framework</b> 2f, 3f, that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p>	Year 4 Topic 3, Sex and Relationship Education Scheme of Work, Croydon Healthy Schools
Year 4	<p><b>Lesson Six</b> Your Questions Answered</p> <p><b>Learning Intention</b> To answer questions with confidence and seek help when needed</p> <p><b>Learning Outcomes</b> Can answer some questions about puberty and growing up Can use appropriate language to discuss puberty Identify sources of information and advice</p>	<p><b>PSHE &amp; Citizenship Framework</b> 1c, to face new challenges positively by collecting information, looking for help making responsible choices, and taking action 3c, 4g, where individuals, families and groups can get help and support</p> <p><b>National Curriculum Science</b> 1a, 2f</p>	Year 4/5 Lesson 7, Supporting Sex and Relationship Education in the Primary School, Islington Healthy Schools
<p><b>Additional recommended resources</b> Key Stage 2, Lesson plans, p 74-109, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez &amp; Vanessa Cooper, NCB, 2006</p>			



## Key Stage 2: Year 5

	Learning Intentions and Outcomes	End of Key Stage Statements	Suggested Resources
Year 5	<p><b>Lesson One:</b> Talking About Puberty</p> <p><b>Learning Intention</b> To explore the emotional and physical changes that occur during puberty</p> <p><b>Learning Outcomes</b> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p><b>PSHE &amp; Citizenship Framework</b> 1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way 3c, learn about how the body changes as children approach puberty</p> <p><b>National Curriculum Science</b> 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction 2f, about the main stages of the human life cycle</p>	<p>Year 5 Lesson 1, Teaching SRE with Confidence, The Christopher Winter Project</p> <p>Living and Growing, Unit 2, Programme 4, <i>Changes</i> DVD</p>
Year 5	<p><b>Lesson Two:</b> <b>Becoming Men and Women</b></p> <p><b>Learning Intention</b> To consider gender stereotyping and sexuality</p> <p><b>Learning Outcomes</b> Understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion and culture Recognise and challenge gender stereotypes Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</p>	<p><b>PSHE &amp; Citizenship Framework</b> 1a, To talk and write about their opinions, and explain their views on issues that affect themselves and society 2k, To explore how the media present information 4e, To recognise and challenge stereotypes 4f, That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity gender and disability</p>	<p>Year 5/6 Lesson 2, Supporting Sex and Relationship Education in the Primary School, Islington Healthy Schools</p> <p>Lets Talk about Sex DVD, Channel 4, Living and Growing Unit 3, Programme 9</p>

Year 5	<p><b>Lesson Three:</b> Puberty and Hygiene</p> <p><b>Learning Intention</b> To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty</p> <p><b>Learning Outcomes</b> Explain how to stay clean during puberty Describe how emotions change during puberty Demonstrate how to seek help and support during puberty</p>	<p><b>PSHE &amp; Citizenship Framework</b> 3c,</p> <p><b>National Curriculum Science</b> 2f,</p>	Year 5 Lesson 2, Teaching SRE with Confidence, The Christopher Winter Project
Year 5	<p><b>Lesson Four:</b> Menstruation and wet dreams</p> <p><b>Learning Intention</b> To understand that menstruation and wet dreams are a normal part of growing up</p> <p><b>Learning Outcomes</b> Explain and ask questions about menstruation and wet dreams Describe how to manage periods and wet dreams</p>	<p><b>PSHE &amp; Citizenship Framework</b> 3c,</p> <p><b>National Curriculum Science</b> 2f,</p>	Year 5 Lesson 3 Part 1, Teaching SRE with Confidence, The Christopher Winter Project
Year 5	<p><b>Lesson Five:</b> Menstruation education for girls</p> <p><b>Learning Intention</b> To explore in menstruation issues in detail with girl only groups</p> <p><b>Learning Outcomes</b> Understand why girls and women have periods Know and discuss how to manage periods</p>	<p><b>PSHE &amp; Citizenship Framework</b> 3c, learn about how the body changes as children approach puberty</p> <p><b>National Curriculum Science</b> 2f, about the main stages of the human life cycle</p>	Year 5 Lesson 3, Additional activities, Teaching SRE with Confidence, The Christopher Winter Project

<p style="text-align: center;"><b>Year 5</b></p>	<p><b>Lesson Six:</b> Building Good Relationships <b>Learning Intention</b> To appreciate the importance of friendship in intimate relationships <b>Learning Outcomes</b> Explain the similarities and differences between friendships and intimate relationships Can describe different types of intimate relationship including marriage</p>	<p><b>PSHE &amp; Citizenship Framework</b> 1a, To talk and write about their opinions, and explain their views on issues that affect themselves and society 4a, That their actions affect themselves and others, to care about other peoples feeling and to try to see things from their points of view 4c To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p>	<p>Year 5/6 Lesson 3, Supporting Sex and Relationship Education in the Primary School, Islington Healthy Schools</p>
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**Additional recommended resources**  
 Key Stage 2, Lesson plans, p 74-109, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez & Vanessa Cooper, NCB, 2006  
 Addressing Lesbian, Gay, Bisexual And Transgender Equality In Primary Schools: Books For Use In Primary And Early Years Settings, <http://www.nooutsiders.sunderland.ac.uk>  
 QCA PSHE key stage 2, Sex and relationships education: Unit 5, how the body works and changes in puberty  
*Girl Talk: All the stuff your sister never told you*, Carol Weston pubs Harper Collins  
 Living and Growing, Unit 3, pages 15, 18, 19, 24, 27, 28, 31; Living and Growing, Unit 3, video programme 7  
[www.kidshealth.org](http://www.kidshealth.org) - animation of menstruation  
 ACTIV Primary Software, *Science*  
 Promethean: *UK resources, Science*  
 Sex and Relationship Education, Whiteboard Active BBC

## Key Stage 2: Year 6

	Learning Intentions and Outcomes	End of Key Stage Statements	Suggested Resources
<b>Year 6</b>	<p><b>Lesson One:</b> Puberty and Reproduction</p> <p><b>Learning Intention</b> To explore the emotional and physical changes that occur during puberty</p> <p><b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence</p>	<p><b>PSHE &amp; Citizenship Framework</b> 1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way 3c, learn about how the body changes as children approach puberty</p> <p><b>National Curriculum Science</b> 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p> <p><b>2f, about the main stages of the human life cycle</b></p>	<p>Year 6 Lesson 1, Teaching SRE with Confidence, The Christopher Winter Project</p> <p>Living and Growing, Unit 2, Programme 4, <i>Changes</i> DVD</p>
<b>Year 6</b>	<p><b>Lesson Two:</b> Relationships and Reproduction</p> <p><b>Learning Intention</b> To consider reproduction in the context of relationships</p> <p><b>Learning Outcomes</b> Explain how babies are made Discuss different types of adult relationships with confidence</p>	<p><b>PSHE &amp; Citizenship Framework</b> 4c to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p><b>National Curriculum Science</b> 1a, 2f,</p>	<p>Year 6 Lesson 2, Teaching SRE with Confidence, The Christopher Winter Project</p> <p>DVD - Living and Growing, Unit 2, Programme 5, <i>'How Babies are Made'</i>.</p>

Year 6	<p><b>Lesson Three:</b> Conception and pregnancy</p> <p><b>Learning Intention</b> To explore the process of conception and pregnancy</p> <p><b>Learning Outcomes</b> Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception</p>	<p><b>PSHE &amp; Citizenship Framework</b> 2e, That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p> <p><b>National Curriculum Science</b> 1a, 2f,</p>	<p>Year 6 Lesson 3, Teaching SRE with Confidence, The Christopher Winter Project</p>
Year 6	<p><b>Lesson Four: Being a Parent Learning Intention</b> Learning about the roles and responsibilities of carers and parents</p> <p><b>Learning Outcomes</b> Identify some of the skills and qualities needed to be a parent and carer Understand the variety of ways in which parents and carers meet the needs of babies and children Recognise that both men and women can take on these roles and responsibilities</p>	<p><b>PSHE &amp; Citizenship Framework</b> 2e, 4a That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p> <p><b>National Curriculum Science</b> 2f</p>	<p>Year 5/6 Lesson 6, Supporting Sex and Relationship Education in the Primary School, Islington Healthy Schools</p>
Year 6	<p><b>Lesson Five:</b> HIV/AIDS Transmission</p> <p><b>Learning Intention</b> Understand how HIV can be transmitted</p> <p><b>Learning Outcomes</b> Know what is true and false about how someone can become infected with HIV</p>	<p><b>PSHE &amp; Citizenship Framework</b> 3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</p>	<p>HIV Transmission Adapted from Teaching and learning about HIV, Simon Blake &amp; Paula Power, NCB 2003</p>

<b>Year 6</b>	<p><b>Lesson Six</b> Your Questions Answered</p> <p><b>Learning Intention</b> To answer each others questions about sex and relationships with confidence and find support and advice</p> <p><b>Learning Outcomes</b> Can answer their own questions about sex and relationships Can use appropriate language to discuss sex and relationships with confidence Can identify sources of information, support and advice for children and young people</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1c, To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>4c, To be aware of different types of relations, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p>4g Where individuals, families and groups can get help and support</p>	<p>Year 5/6 Lesson 7, Supporting Sex and Relationship Education in the Primary School, Islington Healthy Schools</p>
	<p><b>Additional recommended resources</b>  Teaching and learning about HIV, p26 -27, Simon Blake &amp; Paula Power, NCB 2003  Two Weeks With The Queen, Morris Gleitzman  Key Stage 2, Lesson plans, p 74-109, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez &amp; Vanessa Cooper, NCB, 2006  Addressing Lesbian, Gay, Bisexual And Transgender Equality In Primary Schools: Books For Use In Primary And Early Years Settings, <a href="http://www.nooutsiders.sunderland.ac.uk">http://www.nooutsiders.sunderland.ac.uk</a>  QCA PSHE key stage 2, Sex and relationships education: Unit 5, how the body works and changes in puberty  <i>Girl Talk: All the stuff your sister never told you</i>, Carol Weston pub's Harper Collins  Living and Growing, Unit 3, pages 15, 18, 19, 24, 27, 28, 31; Living and Growing, Unit 3, video programme 7  <a href="http://www.kidshealth.org">www.kidshealth.org</a> - animation of menstruation  ACTIV Primary Software, <i>Science</i>  Promethean: <i>UK resources, Science</i>  Sex and Relationship Education, Whiteboard Active BBC</p>		