

## Sex and Relationship Education (SRE) at Davyhulme Primary School

Now known as 'Growing and Changing'.

The concept of teaching SRE to children as young as those in key stage 1 (5 years of age) can seem inappropriate and alarming to some people but this, in the main, is due to a misconception of what constitutes SRE, particularly in the early years of schooling.

The purpose of school SRE, located within a broader, carefully planned programme of personal, social, health, economic and citizenship (PSHCE) education, is to prepare children and young people, *gradually and appropriately*, for adult life and positive, healthy relationships. It supports them through their physical, emotional and moral development, and helps them to understand themselves, respect others and sustain healthy relationships of all kinds.

Schools undertake this educative process in partnership with parents and carers, mindful of their needs and concerns as well as those of children and young people themselves.

SRE is **not** about encouraging sexual experimentation, taking away a child's innocence or overruling the wishes and rights of parents.

SRE in the primary school lays the foundation for factual knowledge. It prepares children for the changes at puberty, physically, emotionally and socially. It helps develop the child's skills in being able to apply information and creates opportunities for reflecting on attitudes and values that may affect their decisions and choices in later years.

In early primary years SRE is largely about relationships and the need to focus on friendship, growing and changing, and the building of self esteem.

At Davyhulme Primary School we will seek to preserve the innocence of your children for as long as we can, BUT we will teach the National Curriculum. Our fact based approach will cover the differences between boys and girls and the changes that occur during puberty.

We will not teach, discuss or explain sexual intercourse in any lesson – that will be left to parents to discuss with their own children at an appropriate time when their children are ready to hear it or discuss it. Hopefully, that conversation or discussion will take place before the Year 6 children transfer to Secondary School.

That being said, here is an outline of what might be covered at specific years but we will always reserve the right to decide when to deliver certain specific lessons on Growing and Changing. In any case, when we decide to teach such specific lessons we will inform parents at least a week in advance so parents can decide whether to withdraw their child from that lesson or not.

### Reception and Key Stage1 (4- 7 years old)

- Focus of teaching on people who are special to us (friendships), feelings and keeping safe
- Recognising and reacting to different emotions:-  
How can I tell how people are feeling?  
How can people tell how I am feeling?  
Showing love, care and feeling special in human relationships
- Recognising that feelings can affect actions  
What kinds of things make me happy, sad or worried?  
Who and what makes us feel better?
- How am I like other people? How am I different? How am I special? Who are my special people? How do I feel when my special people go away or die?
- Understanding the importance of friendship  
Who are my friends?  
What do I like best about me friends? What do my friends like about me?

Promises and secrets  
How do I say no?  
How do I look after my friends?

- What makes me the same as you?  
What feelings do we all share?  
What makes us different? (a context for gender)
- Growing and changing in animals, including humans, and plants (being ready for school)

### Year 2 (6-7 years old)

- Focus as in earlier years
- Hygiene
- Growing and changing
- Bath time (understanding the importance of keeping clean; drawing and labelling a list of things needed for a bath/shower)
- Bathing a baby (understanding the differences between males and females; understanding how our bodies change as we get older)

### Years 2-3

- Time lines (understanding that our bodies and needs change as we get older)  
Children bring in photographs of themselves from home: baby – toddler – child  
How have I grown and changed?
  - What did I look like then, what could I do then myself; what can I do now that I couldn't do then?
  - child - teenager – adult - old person: How do people develop and change in their bodies, in their feelings, in what they can do and take responsibility for, in what they need? (Opens up discussion and provides a baseline assessment of children's existing knowledge, understanding, attitudes and values)
  - Revisit year 4/5 discussion - how do people change as they get older other than aging? Focus on changing needs; changing responsibilities. What needs stay the same? (need to keep clean, need to love/be loved, be part of a family)
- Body parts (recognise and understand main body parts)
  - Discussion of similarities between boys and girls (this could follow from use of children's story) male/female characters. Focus on physical similarities. Create a word bank of right words for class
  - In pairs do a drawing of a boy getting into the bath/shower; and a girl getting into the bath/shower Label the body parts (similarities and differences)

### Yrs 4- 6 (8 -11 years)

- Keeping clean
- Growing up, how we change (revisited)
- Understanding changes - what do I want to know? People I can ask/talk to?
  - Emotional changes: how people's emotions change and how to deal with feelings towards themselves, their families and others in a positive way.
  - The same but different: we all go through changes (physical and emotional) but the exact age at which changes happen will depend on our personal 'body clock'
  - Revisit physical changes caused by puberty with particular reference to reproductive system. Why does puberty happen?
- Emphasis is placed on the fact that although people's bodies may be ready to have/make babies they are not ready in other ways (emotionally, financially, and educationally) for a long time.

## Puberty Years 5- 6

- Conception
  - Understanding the process of conception; understanding the importance of loving stable relationships
- Revisit differences in reproductive system between boys and girls and how these change during puberty; 'puberty' the name given to the process that makes our bodies ready to have babies.
- How are babies made? Being able to talk sensibly and learn about this is an important part of growing up.
- What makes people decide they want to have a baby? A big and important decision and a loving caring relationship between a man and a woman before conception emphasised)
- How life begins
  - Growth in the womb; birth

Science lessons across the school address/ cover most of these 'growing and changing' topics, as follows:

### KS1

Year	Term	Science unit/ topic
1	Autumn	Animals, including Humans: The Human body: Senses, Healthy eating
2	Summer	Animals including humans: stages of development

### KS2

Year	Term	Science unit/ topic
3	Summer	Animals, including Humans: How do we stay Healthy? (Nutrition)
4	Spring	Animals, including Humans: Food chains
5	Summer	Animals, including Humans: Changes as humans develop from birth to old age
6	Autumn	Animals, including Humans: Impact of lifestyle choices on the way our bodies function

Throughout the teaching of science/ PSHCE, from Reception to Year 6, children's concerns and questions about relationships and developmental changes are answered by teachers in a sensitive manner and appropriate to the age and level of maturity of the child.