

The table below contains the school's long term plan for SRE showing when specific units of work are taught:



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Know the importance of valuing themselves</p> <p>Understand what friendship is. Be aware that their feelings and actions have an impact on others.</p> <p>Know that there are different types of families and that families are special.</p>	<p>Develop respect for elderly people and other generations.</p> <p>Understand that everyone needs caring for, and the importance of families.</p> <p>Identify and respect differences and similarities in people.</p>	<p>Identify who they can go to for help and support.</p> <p>Identify different sorts of families and families are different and may have different members. Families make up.</p>	<p>Develop a positive attitude towards body image. (link healthy lifestyle).</p> <p>Resisting peer pressure and developing assertiveness.</p>	<p>Consider the need for love and trust in a range of relationships.</p> <p>Understand how different behaviours/qualities impact on friendships / relationships.</p> <p>Deepen understanding of good / not so good feelings.</p> <p>Recognise the difference between healthy / unhealthy friendships and relationships and their right to physical boundaries.</p>	<p>Understand the pressure to conform to gender stereotypes comes from the media and their peers.</p> <p>Deepen understanding of good / not so good feelings.</p> <p>Recognise the difference between healthy / unhealthy friendships and relationships and their right to physical boundaries.</p>
Spring	<p>Recognise that they have choices they can make.</p> <p>Develop strategies to stay safe.</p> <p>Understand basic hygiene principles.</p>	<p>Understand the difference between a good secret and a bad secret. (saying yes, no, I'll tell)</p> <p>Types of touch - develop skills to deal with unwanted physical contact. (unwanted hand holding / hugs).</p>	<p>Consider touch and how to know that people have a right to say what they like and don't like.</p> <p>Types of love - for family / pets / places / possessions - keeping them safe.</p>	<p>Understand risk taking / hazards.</p> <p>Safety in different environments</p> <p>Independence</p> <p>NB - all relating to 14 residential trips skills.</p>	<p>Understand and respect difference and similarities in people - including disability, race, gender, culture, sexuality.</p> <p>Drugs / Alcohol / tobacco</p> <p>Recognise their increasing independence brings increased responsibility to keep themselves and others safe</p>	<p>Understand how to keep safe using the internet and other technology.</p>
Summer	<p>Introduce the concept of growing and changing. Male and female.</p> <p>Understand that babies have particular needs.</p>	<p>Growing and changing - how have I grown and changed - reflect that our bodies and skills develop at different rates.</p> <p>Name body parts including sexual parts.</p> <p>Understand that it is always the female that gives birth.</p>	<p>Revisit naming of body parts including sexual body parts and the differences between male / female.</p> <p>Understand needs of a new baby.</p>	<p>Reproduction and life cycles.</p> <p>Begin to learn about the physical changes that happen during puberty.</p> <p>The importance of keeping clean in relation to puberty.</p>	<p>Understand how girls and boys bodies change in puberty.</p> <p>Menstruation - basic knowledge.</p> <p>Basic knowledge delivered to both genders.</p> <p>Dealing with physical / emotional changes of puberty</p>	<p>Develop understanding of puberty.</p> <p>Understand how a baby is conceived.</p> <p>Consider why some people get married or have marriage or stable relationships and how this is important for family life. (include FGM - marriage in other cultures, but in UK it's a crime)</p>

Sex and Relationships Education

Christ Church
New Malden
Primary School

Your right to withdraw your child

You may **not** withdraw your child from the parts of SRE covered in Science as these have, by law, to be taught.

You may, following discussion with the headteacher, request to withdraw your child from the SRE not covered in Science.



Why is SRE important?

SRE aims to support children's emotional development by educating them about relationships and emotions. It is tailored to the age, physical and emotional maturity of the children.

SRE is not a 'one-off' event but an ongoing process of education which begins in Nursery. From an early age children begin to learn about relationships and are taught how to express their feelings. SRE links with work in other subjects. Towards the end of the primary phase children will learn about puberty, about the importance of stable loving relationships, understand how a baby is conceived and the importance of a stable relationship for family life.

Our children learn about sex even if we don't talk with them about it. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

It is crucial that we support our children in feeling good about themselves and their bodies. At the heart of this, we work to ensure that children develop high self-esteem.

Our aims

- To educate children about relationships, focusing on friendships, bullying etc – supporting children's emotional development and improving self-esteem;
- To develop personal and social skills and a positive attitude to physical wellbeing;
- To help children to grow up feeling confident about their emotional and physical health;
- To educate children about health issues and personal hygiene;

- To educate children about age-appropriate developmental issues, including puberty, onset of adolescence, conception and the birth of a baby;
- To begin to give pupils an understanding of the issues that will prepare them for the challenges and responsibilities of emotional, moral and sexual maturity from a Christian perspective;
- To promote pupils' moral and social development and prepare pupils for the responsibilities of life, supporting them on their journey through childhood and adolescence to adulthood.

What will we teach the children?

Sex and Relationships Education sits partly within Science but also within Personal, Social, Health, Citizenship and Economic Education (PSHCE).

From the moment children enter Reception they learn about forming positive relationships with others. This is reinforced throughout the whole of their school life. As children get older, their learning follows a natural path of progression.

In Science the children will learn:

In Key Stage 1:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- To notice that animals, including humans, have offspring which grow into adults.
- Be introduced to the processes of reproduction and growth in animals (not to understand how reproduction occurs)

In Key Stage 2:

- Describe the life process of reproduction in some plants and animals (including sexual reproduction in animals)
- Describe the changes as humans develop to old age (including the changes experienced in puberty)