



**LITTLE BOWDEN
PRIMARY SCHOOL**

'Working together to love learning'

Sex and Relationships Education (SRE) Policy

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Little Bowden Primary School Sex and Relationships Education (SRE) Policy

Sex and Relationships Education

We believe Sex and Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Sex and Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's aims;

Aims

At Little Bowden we are working together to:

- Inspire creative, curious independent learners.
- Empower our children to achieve academic excellence.
- Build resilient minds to flourish in an ever-changing world.
- Celebrate culture and community
- Nurture teaching excellence by valuing self-reflection and professional development.

Policy Statement

Little Bowden is a school that is proud of its friendliness and mutual support. The Route to Resilience ethos underpins the Sex and Relationships Education (SRE) Policy by developing the necessary characteristics for life.

Introduction

Our school policy on Sex and Relationships Education (SRE) is based on the statutory requirements from The Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE 2020).

The DfE state that;

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way' (DfE 2020).

Following guidance from the DfE, we define Sex Education as learning about *'how a (human) baby is conceived and born'*.

This extends the learning about sexual reproduction in *'some plants and animals'* required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

The purpose of this policy is to set out the ways in which the school's provision for Sex and Relationships Education (SRE) will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life.

Context

At Little Bowden we believe:

- SRE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.
- SRE is most effective when provided in the wider context of social and emotional development. In schools, successful SRE is firmly rooted in Personal, Social, Health Education and Citizenship (PSHE/C).
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

Entitlements

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children

- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.

The Wider Agenda

SRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our SRE Policy contributes to meeting local and national priorities as described in strategies such as:

- Every Child Matters
- Sexual Health Strategies
- Looked After Children
- Children and Young People's Plan
- HIV and Sexual Health Strategy
- Safeguarding and Child Protection

Shared Beliefs

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships,

based on respect for themselves and for others, at home, at school, at work and in the community.

- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others.

Our Aims for SRE

All adults will work towards achieving these aims for SRE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- understand the importance of sexual activity as part of a committed, long-term and loving relationship between adults
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body using scientific anatomical names and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes

- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- value, care for and respect their bodies (including staying safe online when using social media)
- access additional advice and support e.g. what they should do if they are worried about any sexual matters or abuse.

Delivering the SRE Curriculum

Our Relationships Education Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for Sex and Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Sex and Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHE/C topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE/C.

We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Sex and Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

The objectives of Relationships Education Curriculum will be taught in:

- PSHE/C discrete weekly sessions which follow the Primary Cambridgeshire Scheme of Work
- Other Curriculum areas, especially Science, English, RE, Computing and PE
- Enrichment activities, assemblies, social skills groups, involvement in school trips and adventurous activities and sessions from visitors

Sex and Relationships Education (RSE) Content

Specific Units of Work on Sex and Relationships Education are planned and delivered into our teaching programme every year.

Specific content on Puberty will be taught in Year 5 and revisited in Year 6 in addition to a Sex and Relationships unit of work each year.

Our topic Relationships and Sex Education combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education.

Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by class teachers, who know the needs and natures of the children. Staff understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.
- Those delivering SRE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE/C Coordinator.
- The PSHE/C Co-ordinator is responsible for reviewing and evaluating SRE at our school. The PSHE/C Co-ordinator will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for SRE' by the PSHE/C Coordinator who will, with support, provide lesson plans and activities for colleagues and plan INSET CPD to meet the specific needs of staff.
- Governors hold responsibility for the SRE Policy and will be assisted in monitoring its implementation by the PSHE/C Co-ordinator and Head Teacher.

Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's

viewpoints and working together are practised in all PSHE/C lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach, we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos and drama to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Safe and Effective Practice

Answering Questions: We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask

questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. Teacher may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships.

If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the PSHCE leader/Designated Safeguarding Lead. In some cases, the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved.

Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to SRE. We will carefully consider special educational needs or disability, gender, sexual orientation

and age, nationality, religion, cultural and linguistic background when planning and delivering SRE.

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support

Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy

- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

Visitor Support

We believe that SRE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

Confidentiality - Safeguarding and Child Protection

We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Rights to Withdraw

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education.

Before granting any such request the PSHE/C Leader will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes. We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group). We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

Monitoring, Evaluating and Reviewing

Monitoring and evaluation of the SRE Policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, the PSHE/C Co-ordinator and parents to inform judgements about effectiveness.

Monitoring, review and evaluation of the SRE Policy is the responsibility of the PSHE/C Lead. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHE/C Lead, parents/carers and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Scope

This policy should be read in conjunction with the following policies and procedures; Mental Health and Emotional Wellbeing, PSHE/C, Behaviour Management, Bereavement, Disability, Equality, Keeping Children Safe in Education, Promoting British Values, Safeguarding and Child Protection, SEND, Anti-Bullying, Science and Computing.

This policy was written in consultation with staff, pupils, parents and professionals. It will be made available to staff on the school network and on the school website.

By the end of their time at Little Bowden Primary School, children will have experienced the following Relationships Curriculum content;

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful Relationships</p>	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due

	<p>respect to others, including those in positions of authority.</p> <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online Relationships</p>	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being Safe</p>	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Letter to parents about SRE

Dear Parents/Carers,

Every state-funded school must offer a curriculum which is balanced and broadly based and which; promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum forms one part of the school curriculum.

All schools should make provision for Personal, Social, Health and Economic Education and Citizenship (PSHE/C), drawing on good practice.

In order to meet the scientific and PSHE/C requirements about our body, and to support the NSPCC guidelines for child protection, we have updated our Sex and Relationship Education (SRE) programme.

We recognise that SRE can be a difficult topic for parents and have therefore attached guidance what we will be covering at each stage as well as information about how you can talk to your child about sex and relationships.

For many adults (teachers, parents, carers and governors included) the use of vocabulary to describe the human body and in particular the sexual parts of the human body is a sensitive topic. Many people personally feel uncomfortable using particular words and are anxious that teaching scientific words for sexual parts to children may challenge their innocence. However, this paper seeks to illustrate how the sensitive, age-appropriate use of scientific vocabulary for sexual parts can contribute to positive body image, open discussion

and questioning and the development of strong personal safety skills.

Each school will have developed its own aims for SRE. But, all schools hold in common some very basic aims that children will learn to value themselves and their bodies, communicate their feelings and emotions, engage in positive and rewarding relationships and to keep themselves safe. The sensitive, age-appropriate use of scientific vocabulary for sexual parts supports these aims.

The basic skill of being able to confidently name parts of our own bodies without feelings of embarrassment or shame is one of the key building blocks needed to achieve each of these aims. Feeling connection and confidence with our own bodies contributes to a positive body image, a feeling of ownership and control and is the basic mechanism for being able to communicate about our bodies as recommended in The Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE 2020).

If children haven't been equipped with the words for parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection.

Boys' genitals do generally get named, even if the words used are family names or slang, at least it is acknowledged that they exist. In comparison, girls' genitals often don't get named. This absence deprives girls of a comfortable language about themselves. If they are to develop a positive sense of their bodies as a source of pride and pleasure, sexual as well as reproductive body parts should be part of their vocabulary.'

Key Message: The consistent use of age-appropriate scientific vocabulary throughout the school contributes to positive body image, open discussion and questioning and the development of strong personal safety skills.

Each class will also be discussing the NSPCC's PANTS rules in our PSHE lessons.

During these discussions we will aim to teach our pupils the following important safety skills without giving explicit information or telling scary stories. We will be teaching our pupils how to stay safe by learning the PANTS rules, which the NSPCC have developed to be like a Green Cross Code for staying safe from sexual abuse. PANTS stands for:

- Privates are private.
- Always remember your body belongs to you.
- No means no.
- Talk about secrets that upset you.
- Speak up, someone can help.

The lessons will introduce a range of ideas, all delivered in a way that's fully age-appropriate, empowering pupils without using any frightening words. These include:

- Good and bad touching.
- Your child's right to say no to things that make them feel upset or uncomfortable.
- Naming parts of the body using correct terminology.
- Who your child can turn to if they ever feel upset or worried.

S. Wright

If you would like to know more about the NSPCC's campaign and learn how you can help keep your children safe in partnership with Little Bowden Primary School, more information (including a short film and parent guide) can be found at

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

If you have any questions or concerns please don't hesitate to get in touch.

Scheme of Work

	Questions children will consider	Content Areas	Key areas of learning
Foundation	<ul style="list-style-type: none"> •What does my body look like? •How has my body changed as it has grown? •What can my body do? •What differences and similarities are there between our bodies? •How can I look after my body and keep it clean? •How am I learning to take care of myself and what do I still need help with? •Who are the members of my family and trusted people who look after me? • How do I feel about growing up? • How can I be a good friend? • Can I recognise and show my emotions? 	<ul style="list-style-type: none"> • Valuing the body • Body parts • My teeth • Shapes and sizes • Self care skills • Change and responsibilities • Identifying and managing emotions 	External body parts
Age 5 - 7	<ul style="list-style-type: none"> • What are the names of the main parts of the body? • What can my body do? • When am I in charge of my actions and my body? • Do I understand how amazing my body is? • How can I keep my body clean? • How can I stop common illnesses and diseases spreading? • How do babies change and grow? • How have I changed since I was a baby? • What do babies and children need? • What are my responsibilities now I'm older? • Who is in my family, and how do we care for each other? • Do I know what makes me feel happy, sad, cross etc? 	<ul style="list-style-type: none"> • External parts of the body • Valuing the body • Personal hygiene • Babies to children to adults • Growing up • Changing responsibilities 	External body parts
Age 7-9	<ul style="list-style-type: none"> • How are males and females different and what are the different parts called? • What can my body do and how is it special? • Why is it important to keep clean? • What can I do for myself to stay clean and how will this change in the future? • How do different illnesses and diseases spread and what can I do to prevent this? • What are the main stages of the human life? • What does it mean to be 'grown up'? • What am I responsible for now and how will this change? • How do parents and carers care for babies? 	<ul style="list-style-type: none"> • Difference between males and females • Valuing the body's uniqueness and capabilities • Responsibilities for hygiene • Stages of human life • Being grown up • My responsibilities • Parents/carers' responsibilities 	External body parts Differences between male and female
Age 9-11	<ul style="list-style-type: none"> • What are male and female sexual parts called and what do they do? • What happens to the bodies of boys and girls when they reach puberty? • What influences my view of my body? • How can I keep my growing and changing body clean? • How can the spread of viruses and bacteria be stopped? • What is HIV? • How are babies made? • How can I express my feeling positively as I grow up? • When am I responsible for how others feel? • What should adults think about before they have a baby? • What are families like? • What can I do when I realise I'm in a bad mood? • How do I recognise how other people feel and respond to them? 	<ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria • Human lifecycle • Sexual reproduction • Changing emotions • Responsibility for others • Love, marriage and families 	Puberty Sexual reproduction Internal body parts

Advice for Parents

Talking to Children about Sex and Relationships

Support and information for primary school families

In school we aim to help children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood. As part of this work, we deliver an ongoing programme of Sex and Relationships Education (SRE). This programme begins as soon as children arrive in school and continues until the end of secondary school. There is more information on our programme inside this leaflet.

We are very aware that the SRE we deliver in school is only a small part of children's learning about their bodies, emotions, relationships, sexual behaviour, sexuality, sexual health and themselves. The majority of children's learning in this area takes place with you at home.

We hope this leaflet gives you some more information about our partnership developing children's knowledge, skills and attitudes relating to SRE.

Why should parents and carers talk to their children about sex and relationships?

- Children tell us they want their parents/carers to be the first ones to talk to them about puberty, sex and relationships.
- If families start talking to their children about puberty, sex and relationship they are less likely to get ideas that worry or confuse them and they learn that it's alright to talk about these things at home and to ask questions.
- Children learn most about values and relationships from family experience. Close, loving relationships are the best way of showing a

young person how your family 'does things' based on your values, morals, culture, faith and beliefs.

If families talk about sex and relationships openly and honestly, young people are:

- more prepared for puberty and the changes they will experience
- more likely to resist pressure to have unwanted sex
- more likely to delay having sex for the first time
- more likely to use contraception if they do have sex
- less likely to have an unplanned pregnancy or to get a sexually transmitted infection.

What do children and young people think?

Children and young people want to talk to their parents/carers about sex and relationships, but that can be daunting for a parent/carer. One group of 10-16-year-olds came up with these helpful pieces of advice for parents/carers:

- Take responsibility for talking to us. Don't just wait for us to ask.
- If we ask you things, always tell the truth. Don't put it off or say 'I'll tell you when you're older'.
- Don't be angry and try not to be embarrassed.
- Don't save it all up for a one-off 'birds and bees' lecture. We'd rather you talked naturally, little and often.
- Wait until we're at home and on our own together to avoid embarrassment.
- Make sure we know what you're talking about and let us ask you questions.

- If we ask what a word means, ask us what we think the word means first.
- Don't laugh at us or spread gossip about what we have been talking about.
- If you don't know something, be honest and say that you don't know.
- Give us books or leaflets, but talk to us too.
- Don't expect school to tell us everything - we want to hear from our parents/carers as well.

How can I talk to my child about sex and relationships?

- Read a book, leaflet or watch a video with your child.
- Talk while you're doing something else like washing up or driving.
- Enjoy talking. Laugh with each other, not at each other – it can reduce embarrassment and stress.
- Listen rather than judge. Ask them what they think.
- Answer questions and don't be afraid to say you don't know.
- Have a phrase ready for awkward moments – 'That's a good question. Let's talk about it when we get home'.
- Always respond. Give the message it's good to talk about sex and relationships.
- If it feels too personal, talk about people in books, films or soaps.

What can I say?

Get ideas about what to say from a book like 'Questions Children Ask' by Miriam Stoppard, or 'Let's Talk about Where Babies Come From' by Robbie Harris.

Useful contacts for Parents/Carers

Family Lives - offers help and advice to parents and carers on any aspect of bringing up children. <https://www.familylives.org.uk/>

NHS - For information about how to approach SRE.

<https://www.nhs.uk/live-well/sexual-health/how-to-talk-to-your-child-about-sex/>

A video clip which you may find helpful about approaching the subject:

<http://webarchive.nationalarchives.gov.uk/video/directgovuk/5OVunM2LLzs>

For further guidance and support visit

<https://www.sexeducationforum.org.uk/resources/evidence/parents-and-sre-evidence>

and download the document 'Talk to your children about sex and relationships: support for parents'

For a short film to introduce importance of privacy and not taking or sharing sensitive images search for 'NSPCC Share Aware'.

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>