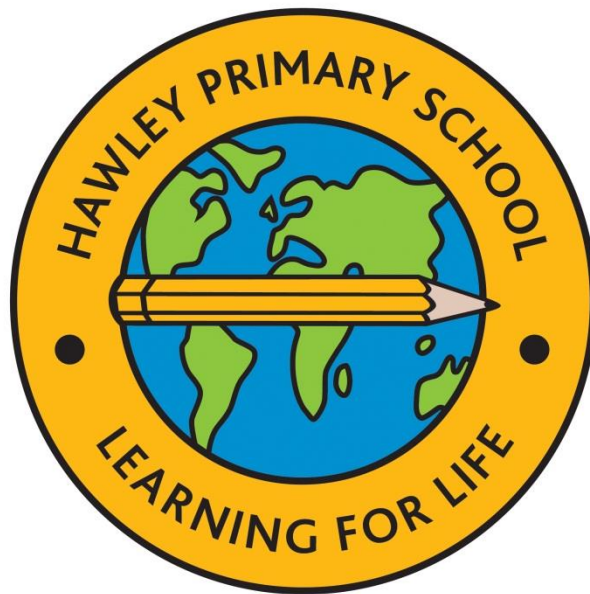


HAWLEY PRIMARY SCHOOL



SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

AGREED BY GOVERNORS: Summer 2022

LATEST REVIEW: Summer 2022

NEXT REVIEW: Summer 2025

HAWLEY PRIMARY SCHOOL

Sex and Relationship Education Policy (SRE)

This policy was developed in response to Sex and Relationship Education Guidance DfES 2019 alongside the PSHE Association guidance. Other related policies and documents include: Science Policy, PSHE and Citizenship Policy, RE Policy, Anti-Bullying Policy, Drug Education Policy, Safeguarding Children Policy and Promoting race Equality Policy.

The Consultation Process has involved:

- Review of SRE curriculum content with all staff
- PSHE & SRE subject leader and KS2 staff
- Consultation with school governors

What Is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Effective Sex and Relationships Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Aims

Our aim in providing Sex and Relationships Education is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare pupils for an adult life in which they can:

Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want. We also aim to inform children of the growth and changes that can happen during puberty, before they go through the process personally. This allows the children to be fully informed of the changes happening in their body to ensure they are prepared and comfortable.

Principles and Values

In addition Hawley Primary School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every pupil to contribute to make our community and aims to support each individual as they grow and learn.
- Reflect our wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any

particular family structure. The important values are love, respect and care for each other.

- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education in our school has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships, and marriage;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empower pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay (legal age 16 years).

Organisation and Content of Sex and Relationship Education

At Hawley Primary School we specifically deliver Sex and Relationship Education through our PSHE Association framework.

In Key Stage 1 pupils will learn to recognise similarities and differences between themselves and others, identify and share feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

In Key Stage 2 pupils will learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes is discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Much of the Sex and Relationship Education at Hawley Primary School takes place with specific lessons throughout KS2. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

In Year 3, children are taught about changes to the body during puberty; physical and emotional. Children are also taught how people may need more privacy when reaching this age.

In Year 4, children are taught about menstruation, what happens during periods and feelings linked to this. They are also taught how to manage periods, sanitary towels and tampons.

In Year 5, boys are taught separately about ejaculation and how this links to love and marriage. Children are taught about human reproduction, babies, sexual intercourse, pregnancy, contraception, parent/carers.

In Year 6, children are shown live birth footage, about how pregnancy can be prevented using contraception. Their learning from previous years is also reviewed at this point. Children are also taught about the diversity of how babies are made including adoption, same sex families, IVF and surrogacy.

Any SRE lesson may consider questions or issues that some children may find sensitive.

Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the children, the question may be dealt with individually at another time. Parents are also made aware at the beginning of Key Stage Two of the content in which is being taught through the SRE programme. This ensures they are fully equipped to answer any questions at home which may arise after a lesson at school.

Support is offered to teachers by the PSHE co-ordinator and external agencies who will help with planning or delivery of lessons if required.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Pupils with Special Needs

We will ensure that all young people receive Sex and Relationship Education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support with their understanding as appropriate.

Right of Withdrawal of Pupils from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their child from all or part of the Sex and Relationship Education except for those parts included in the statutory National Curriculum. Alternative arrangements will be made in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

Confidentiality, Controversial and Sensitive Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will talk to the named Child Protection Officer before any further action or decisions are made.

The child concerned will be informed as appropriate that confidentiality is being broken and reasons why. The child will be supported by the teacher throughout the process.

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal SRE arising from pupil's questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child protection Officer if they are concerned.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Headteacher to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

OfSTED is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's Sex and Relationship Education policy, and on support and staff development, training and delivery.

HAWLEY PRIMARY SCHOOL



Appendix 1 RELATIONSHIPS AND SEX EDUCATION (RSE)

YEAR GROUP PROGRESSION

Hawley Primary School—Progression of RSE (Relationships and Sex Education)

Year 1

Relationship Education	Change, Puberty and Sexual Education
<p>To recognise what makes them special and the ways in which we are all unique (H21,22)</p> <p>To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R18/20)</p> <ul style="list-style-type: none"> - explain the difference between a secret and a surprise • Do we have to keep promises and secrets if someone says so? When should we tell someone else? Who can we tell? • Will we get into trouble if we tell? What should someone do or say if they are asked to keep a secret they feel unsure about? <p>To identify and respect the differences and similarities between people and families (L6/R3,4,23)</p> <ul style="list-style-type: none"> - identify similarities and differences between themselves and others. Common features of family life • How are we similar and different to others? • In which ways are we all equal? <p>To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another (R1,2)</p> <ul style="list-style-type: none"> - identify special people in their lives - describe what makes them special • Who are our special people? • What makes them special to us? • How do people look after each other? • What do they do to help us feel cared for? <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (R5, 13,16,20)</p> <ul style="list-style-type: none"> - identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes) - describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable • How does it feel in our bodies when someone who makes us feel safe and happy cuddles us? • How do our bodies react when we don't want to be touched? • If something is happening that we do not like, what can we say or do? <p>To recognise that they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' and knowing that there are situations when they should ask for permission (R17)</p> <ul style="list-style-type: none"> - explain what they can do if they feel nervous about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell') • Who looks after us? • Who helps us to keep safe? • Who and what can help us when we feel worried or unsafe? 	<p>To learn the importance of and how to maintain personal hygiene to stop germs from spreading (H5,7)</p> <ul style="list-style-type: none"> • describe some basic personal hygiene routines and recognise why this is important • What can we do to help keep our bodies healthy and well? • What do we keep clean at home/at school? <p>To learn about the process of growing from young to old and how people's needs change. (H26)</p> <ul style="list-style-type: none"> - describe changes that have happened to them since they were a baby • How do we know we are growing? • What do we think made us grow? Who helped us grow? • What can we do now that we couldn't do when we were babies? • What can we do on our own now? <p>To know the names for the main parts of the body (including external genitalia: <i>vagina, penis, testicles</i>) and the bodily similarities and differences between boys and girls (H25)</p> <ul style="list-style-type: none"> - identify physical similarities between boys and girls - compare physical differences between boys and girls • What parts of our bodies can we see? • What are the names of all the different parts of our bodies? • How are people's bodies similar? • How are people's bodies different? <p>To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy. Parts of the bodies covered with underwear are private (R13)</p> <ul style="list-style-type: none"> - explain what is meant by keeping something private - identify when people might want (or need) to keep something private • How do people keep things private? • How do we know when someone wants to keep things private? • Should we keep everything private?

Hawley Primary School—Progression of RSE (Relationships and Sex Education)

Year 2

Relationship Education	Change, Puberty and Sexual Education
<p>To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R18,20)</p> <ul style="list-style-type: none"> • Do we have to keep promises and secrets if someone says so? • When should we tell someone else? • Who can we tell if we feel uncertain, uncomfortable or worried? • How can someone say 'no' if they are asked to keep a secret they feel unsure about? <p>For pupils to identify their special people (family, friends and carers), what makes them special and how special people should care for one another (R1,2)</p> <ul style="list-style-type: none"> - What things do our special people help us with? • What do we help them with? • What do we say and do to let our special people know that they are special to us? <p>To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (R5, 13,16,20)</p> <ul style="list-style-type: none"> • How does it feel in our bodies when someone who makes us feel safe and happy cuddles us? • How do our bodies react when we don't want to be touched? • If something is happening that we do not like, what can we say or do? • How else can we say 'no' to being touched? <p>To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R10,11,12)</p> <ul style="list-style-type: none"> • Can feelings hurt as much as being physically hurt? Or, are there similar feelings? • What do our bodies do when we feel hurt or uncomfortable? <p>How do we feel inside when we feel hurt or uncomfortable?</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets (R17,20)</p> <ul style="list-style-type: none"> - explain what they can do themselves if they are worried about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell') • How can we keep ourselves and others safe? • Who helps me? • What do they do to care for me and make me feel safe and happy? 	<p>To understand the importance of and how to maintain, personal hygiene (H5,7)</p> <ul style="list-style-type: none"> - describe daily personal hygiene routines - identify some of the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained • What do we do to keep our bodies healthy and clean? Each day? Each week? • When in the day do we have to think about keeping clean especially? • How will keeping clean and healthy help us as we grow up? <p>To learn about the process of growing from young to old and how people's needs change (H26)</p> <ul style="list-style-type: none"> - describe ways they have grown and changed - identify ways they are more independent now from when they were younger • What has changed since we were babies, toddlers, in year 1? • What things can we do on our own now? With help? • What new responsibilities do we have in school or at home that we didn't have before? How do we feel about growing up? <p>To know the names for the main parts of the body (including external genitalia: <i>vagina, penis, testicles</i>) and the bodily similarities and differences between boys and girls (H25)</p> <ul style="list-style-type: none"> - identify the physical similarities and differences between boys and girls • What are the names of all the different parts of our bodies? • In what ways are boys and girls the same? • How are boys and girls different? <p>What is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy (R13)</p> <ul style="list-style-type: none"> - recognise that they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private) • What sorts of things might people keep private? • How do we know when someone wants to keep things private? • How might other people feel if things they wanted to keep private are shared? When might we need to break privacy?

Hawley Primary School—Progression of RSE (Relationships and Sex Education)

Year 3

Relationship Education	Change, Puberty and Sexual Education
<p>To recognise what constitutes a positive, healthy friendships relationships and develop the skills to form and maintain positive and healthy ones (R5,9,11).</p> <ul style="list-style-type: none"> - People who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. - how to recognise if family relationships are making the feel unhappy or unsafe and how to seek help or advice <p>To recognise that a feature of positive family life is caring relationships; the different ways in which people care for one another (R6)</p> <ul style="list-style-type: none"> • How do people show they value and care others? • Commitment, care, spending time together, being there for each other in times of difficulty <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R1) and recognise shared characteristics of health family life (R8).</p> <ul style="list-style-type: none"> • Who might be included in someone's network of special people? • What makes a good friend? • How do we feel when we fall out with our special people? • What strategies can we use to solve problems in our relationships? Win-win? Giving in? <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond (R25,26).</p> <ul style="list-style-type: none"> -explain that everyone has a right to have their 'body space' respected and that they should respect others body space - explain why it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused • How do we feel when someone is in our body space? • Does it depend on who is in our body space? • How does our body/mind warn us when someone gets too close? • How can we tell when others are feeling comfortable or uncomfortable about their body space? • What should we someone do if someone is touching us in ways we don't like, or making us feel hurt of uncomfortable in any way? <p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R27,29)</p> <ul style="list-style-type: none"> - identify what it means to keep something confidential or secret - identify times when confidentiality might be important • recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so 	<p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H23,24)</p> <ul style="list-style-type: none"> - recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry) - Problem-solving strategies • What types of change happens in people's lives? • Does change always feel good? • What sorts of feelings can change or loss bring? • How can we help ourselves to feel ok? • How can we help others to feel better? <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H17,20,34)</p> <ul style="list-style-type: none"> - identify the external genitalia - recognise that everyone grows and changes through the human life cycle - identify 'puberty' as the time when a child grows into an adolescent (ages 8-17) • What happens to people as they grow up? • Does everyone's body change? • What happens? • How do people feel when their body grows and changes? <p>To understand the importance of keeping clean and how to maintain personal hygiene, especially as they will change during the time of puberty (H32)</p>

Hawley Primary School—Progression of RSE (Relationships and Sex Education)

Year 4

Relationship Education	Change, Puberty and Sexual Education
<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R5,9,11). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R1)</p> <ul style="list-style-type: none"> - identify some ways in which relationships can be recognised, celebrated or 'marked' by people and society (for example through marriage/civil partnership, anniversaries, special days such as Mothers' Day) • How do we choose our friends? • How are relationships celebrated? • How do people show they care for and value each other? <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents etc) and that families of all types can give family members love, security and stability (R7).</p> <p>To understand that marriage and civil partnerships are a legal declaration of commitment made by two adults who love and care for each other. (R3,4) but that people who love and care for each other can be in a committed relationship without marriage or living together. (R5)</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond (R25,26).</p> <ul style="list-style-type: none"> • How do we feel when someone is in our body space? • Does it depend on who is in our body space? • How does our body/mind warn us when someone gets too close? <p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R27,29).</p> <ul style="list-style-type: none"> - explain what it means to keep something confidential or secret - give reasons for when we should/should not agree to keeping something confidential/secret • Do we have to keep other people's secrets? • How might someone feel to be asked to keep a secret that worries them, they are unsure or feel uncomfortable about? • Why is it important to tell an adult we trust if we think there might be a secret that means someone is unsafe or might be upset or hurt? What would happen next? <p>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face and the risks associated with this (R12)</p>	<p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H23,24)</p> <ul style="list-style-type: none"> - describe changes that happen at school, and in life • When might people experience change or loss? • How does it feel to break up with friends? • How does it feel to be separated from people we love because they may go away or die? <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H17,20,34)</p> <ul style="list-style-type: none"> - identify changes in the human life cycle - identify puberty as a time in everyone's life when their bodies grow and change from children to young adults - use the correct names of female and male reproductive organs - describe the effects of puberty on male and female bodies – how bodies grow and change - explain what happens during periods (menstruation) and how to maintain menstrual wellbeing • What happens to people's bodies when they grow up? • Do these changes happen to everyone at the same time? • What do we need to know about the changes? <p>To understand the importance of keeping clean and how to maintain personal hygiene, especially as they will change during the time of puberty (H32,14)</p> <ul style="list-style-type: none"> - How and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health and body.

Hawley Primary School—Progression of RSE (Relationships and Sex Education)

Year 5

Relationship Education	Change, Puberty and Sexual Education
<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R5, 9, 11). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R1)</p> <ul style="list-style-type: none"> • What kinds of loving relationships are there? • How do we know these are kind and loving? • How should people within a loving relationship behave? • How can relationships change over time? <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R9).</p> <ul style="list-style-type: none"> - identify some signs that a relationship is not healthy - recognise that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends • How do people in special relationships treat each other that makes them feel good? • What signs might make someone think a relationship is not good? • Where can people get advice or ask for help? <p>To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. To understand that forcing anyone to marry is a crime.</p> <ul style="list-style-type: none"> • How do people in close relationships show they love each other? • What does it mean to get married or have a civil partnership? • Why might people decide to get married? • Do people have to get married? <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond (R25, 26).</p> <ul style="list-style-type: none"> • What should we do if someone makes us feel unsafe (even if it is someone we think we trust)? • Whose responsibility or fault is it if someone feels unhappy or uncomfortable about someone else's behaviour towards them? 	<p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H23,24)</p> <ul style="list-style-type: none"> • What are some changes that happen slowly (over time)? • What some changes that happen quickly or suddenly without warning? • What can help people at these times? • How can people keep and share special memories? • <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H17,20,34)</p> <ul style="list-style-type: none"> - identify changes in the human life cycle - identify puberty as a time in everyone's life when their bodies grow and change from children to young adults - identify that the changes are ongoing and usually happen between the ages of 8-17 years - describe the effects of puberty on male and female bodies – how bodies grow and change - recap and explain what happens during periods (menstruation) and how to manage this (girl talk video/girls only) - introduce ejaculation through wet dreams (boy talk video/boys only) • What happens to people's bodies when they grow up? • Do these changes happen to everyone at the same time? • What do we need to know about the changes? • How can people feel about growing up? <p>To understand how the process of puberty relates to human reproduction (H30)</p> <ul style="list-style-type: none"> - Puberty relates to the sex cells and prepares people's bodies for the possibility of having children when they are adults and in a loving relationship - use the correct names of female and male reproductive organs <p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and strategies required to get support if they have fears for themselves or their peers (H22)</p> <p>(FGM not to be mentioned unless initiated by a child), (H45)</p> <ul style="list-style-type: none"> - about the right they have to protect their body • How can we help protect and look after our bodies? • What should we do if we, or someone we know, is at risk of their body being hurt or harmed?

Hawley Primary School—Progression of RSE (Relationships and Sex Education)

Year 6

Relationship Education	Change, Puberty and Sexual Education
<p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact (H22). (Same objective as Year 5)</p> <ul style="list-style-type: none"> - about the right they have to protect their body • How can we help protect and look after our bodies? • What should we do if we, or someone we know, is at risk of their body being hurt or harmed? <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R5, 9, 11). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R1)</p> <ul style="list-style-type: none"> - describe different kinds of loving relationships - identify the qualities that enable these relationships to flourish • What are the qualities of a loving relationship? • What do we expect from a healthy relationship? • What skills does each person in the relationship need? • Why might a relationship change or end? <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R9). recap what makes a healthy relationship explain that everyone has the right to feel safe and happy within a relationship suggest some signs that a relationship is not healthy</p> <ul style="list-style-type: none"> • How do people show they value each other in a relationship? • Where can people get advice or ask for help if they are worried this is not the case? <p>To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other. To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (R3, 4,5).</p> <ul style="list-style-type: none"> • Why do people choose to get married? Or not to get married? What does it mean to get married or have a civil partnership? <p>To develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R27, 29).</p> <ul style="list-style-type: none"> • What might stop someone from wanting to tell someone else a secret? • Can a secret put someone at risk? • Is telling a secret the same as telling tales? <p>To know that people may be attracted to someone emotionally, romantically and sexually; that people</p>	<p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H23,24)</p> <ul style="list-style-type: none"> • How might someone feel if someone important to them stops being their friend, being close to them, goes away or dies? • What sorts of things might help someone with their feelings during times like these? • Where can people get help, advice or support? <p>To understand how their body will, and their emotions may, change as they approach and move through puberty (H17,20,34)</p> <ul style="list-style-type: none"> • How can people feel about their changing bodies during puberty? • How can people manage these changes? • What is involved in growing up? <p>To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (H33)</p> <ul style="list-style-type: none"> - identify the links between love, committed relationships/marriage and conception - correctly name male and female body parts associated with conception - identify how the sex parts relate to how a baby is made - explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female) - identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults - Briefly touch upon contraception as a means of preventing pregnancy. Only mention condoms if asked. • Why or when might a couple decide to have a baby? • What roles and responsibilities to parents have? <p>To know how babies need to be cared for (H33)</p>
<p>may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p>	