

Personal, Social and Health Education

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
Topic areas: Healthy Lifestyles Keeping Safe Growing and Changing	Topic areas: Healthy Relationships Feelings and Emotions Valuing Difference	Topic areas: Rights and Responsibilities Taking Care of the Environment Money

Why teach Sex, Relationship Education (SRE) within Personal, Social, Health Education (PSHE)?

Pupils need to learn about the physical and emotional changes associated with puberty before they experience them, so that they have the correct information about how to take care of their bodies and keep themselves safe.

Within the Science National Curriculum at Key Stage 2, it is statutory to teach pupils about the changes that occur as humans develop and about sexual reproduction in some plants and animals. Describing the changes as humans develop must include teaching about puberty, which is a principal change for humans as they develop and grow older.

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In order for pupils to understand the wider impact that these physical and emotional changes will have, not only on their bodies, but also on the decisions they make in their lives, it is important for them to learn about and understand the consequences of sexual activity.

Year 5 teachers cover through science lessons development to maturity in humans and sexual reproduction in some animals, e.g. mammals (which should include humans), amphibians, insects or birds, to give a broader picture of the variety of life.

In conjunction with the science curriculum, that teaches pupils about the physical and biological changes of puberty, an effective SRE programme within PSHE education will provide pupils with the critical knowledge that they need to understand and manage the emotional and physical changes of growing up.

When will SRE within PSHE be taught?

The programme is progressive and will, in KS1 (Y1, Y2), talk about change and growth, through the context of growing older - for example, what new things can be done as a child is growing taller. Moving into lower KS2 (Y3/4), change will be taught through the context of how growing up brings more responsibility, whilst upper KS2 (Y5/6) will deal with physical and emotional changes of puberty, how feelings change in relationships, and conception and reproduction. It is seldom purely the biological changes of growing up that concern pupils, which is why science lessons need to be balanced with SRE as part of PSHE, which deal with the social and emotional elements of growing up.

Keeping children safe

In order to keep young pupils safe, it is vital that their learning around the social and emotional aspects begins in the early stages of primary school. At this time, and throughout the primary phase, pupils will have many different relationships: acquaintances, friends, close friends, 'best friends', distant and close family relations and classmates. Often, there may be some sort of physical contact with some of these people, from handshakes, to holding hands, to hugging, cuddling and kissing. Learning to judge what is appropriate and feels right for themselves and others is a skill that is partly inherent, and partly learnt over time.

A planned, developmental PSHE curriculum which includes SRE is the best way of teaching our pupils about recognising what type of physical contact they and others are comfortable with within their relationships. Further, as part of a PSHE curriculum, SRE is the learning that helps pupils to recognise healthy relationships. It helps them to understand and manage the changes that can happen in and to relationships as they grow up, the new feelings that may come with these relationship changes and how to manage feelings and relationships in order to keep themselves and others they care about healthy and safe.

Younger pupils should learn that their body belongs to them and that they can say who has access to it. This is a key element in a school's approach to safeguarding. Learning to respect boundaries - their own and other people's - helps children to understand the need to obtain consent and that everyone has the right to give or not give their consent for any activity, sexual or otherwise. It is a sad reality that many children of primary age are at risk of abuse and it is critical for their safety that they are educated early in order to keep themselves safe and to seek help if they feel at all threatened.

Whenever we introduce vocabulary, we ensure that we consider the needs, prior knowledge and maturity of the pupils is taken into account, and that we work in collaboration with parents and carers. For this reason we have, on our website, the vocabulary that will be introduced at each year group.

Within our academy, in order to keep parents/carers fully informed, we will hold information sessions each year for each year group which parent/carers can attend.