



**WOODLEY CE PRIMARY SCHOOL**  
**SEX & RELATIONSHIPS**  
**EDUCATION POLICY**

Date Adopted: June 2005  
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Reviewed - April 2016

Review Due – April 2018

**AIM**

‘SRE is a lifelong learning about physical, moral and emotional development’. (SRE Guidelines 2000). It is our aim that pupils learn to respect themselves and others and move with confidence from childhood, through adolescence to adulthood. We encourage them to recognise the diversity of family relationships, cultures and backgrounds that exist.

**GENERAL PRINCIPLES**

- To dispel myths and clarify misunderstandings
- To encourage the exploration of values and moral issues, personal relationships and the development of communication decision-making skills
- To learn the values of respect, love and care
- To foster self-esteem, self-awareness and a sense of moral responsibility
- To encourage pupils to be assertive, to be able to protect themselves and ask for help and support

**SPECIFIC CONTENT / AREAS OF FOCUS**

**Implementation**

SRE is taught as an element of the Personal, Social, Health, Education programme. Aspects of it are covered in Science as part of the National Curriculum and in RE. The whole school has adopted a programme that covers family, relationships, feelings, gender identity and stereotypes, online safety and basic knowledge of the human body. In Year 6, the programme covers human reproduction including how babies are made and born. It is approached in a sensitive, caring manner promoting responsibility and loving relationships

## **Parental Involvement**

Parents will have access to the SRE policy.

There may be some activities the children are asked to discuss with their parents/guardians.

Parents/guardians of Year 6 children are invited to school to view the Sex Education aspect of the programme before their children see them and discuss any concerns.

Parents have a right to withdraw their child from the SRE sessions, except for those parts included in the statutory National Curriculum for science, which are:

- Year 1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Year 3: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Year 3: identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Year 4: describe the simple functions of the basic parts of the digestive system in humans
- Year 4: identify the different types of teeth in humans and their simple functions
- Year 5: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Year 5: describe the life process of reproduction in some plants and animals
- Year 6: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Year 6: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Year 6: describe the ways in which nutrients and water are transported within animals, including humans.

## **MONITORING**

This is to be carried out by the Curriculum Committee on a bi-annual basis.