

**SEX & RELATIONSHIP EDUCATION (SRE)
LEARNING & TEACHING FRAMEWORK**



Kindness Learning Success

MAY 2017

SEX AND RELATIONSHIP EDUCATION

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

What is Sex and Relationship Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

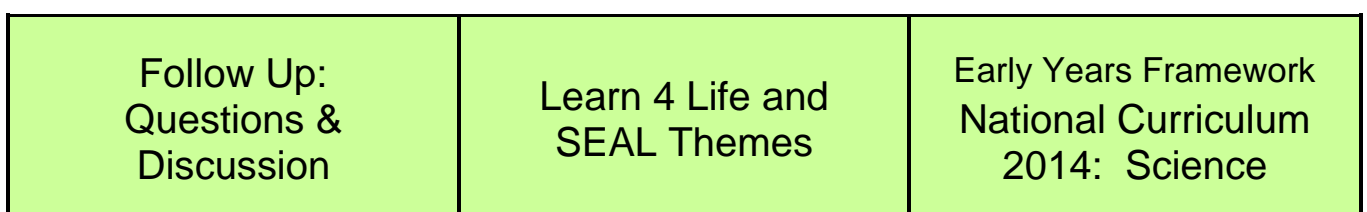
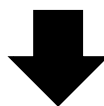
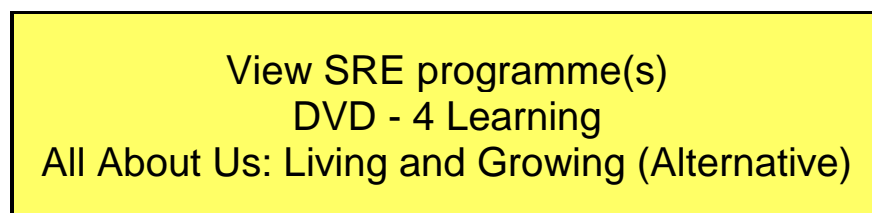
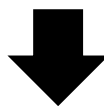
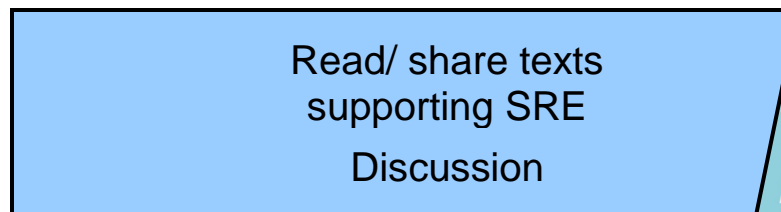
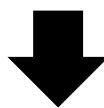
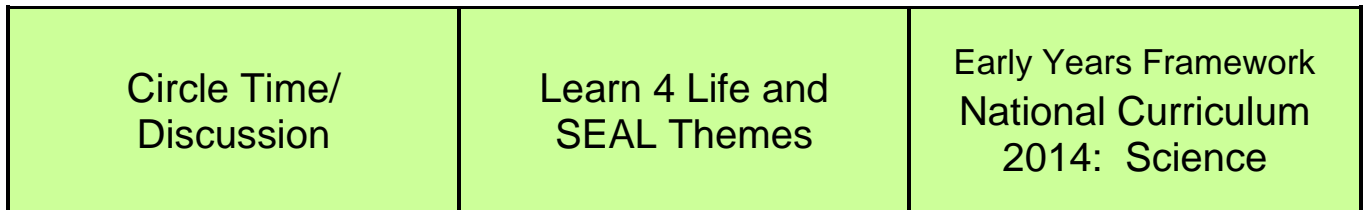
- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

Working with parents

- Parents are the key people in:
 - teaching their children about sex and relationships;
 - maintaining the culture and ethos of the family;
 - helping their children cope with the emotional and physical aspects of growing up;
 - preparing them for the challenges and responsibilities that sexual maturity brings.
- Schools should always work in partnership with parents, consulting them regularly on the content of sex and relationship education programmes.
- Many parents find it difficult to talk to their children about sex and relationships.
- Parents need support in:
 - helping their children learn the correct names of the body;
 - talking with their children about feelings and relationships; and
 - answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.
- Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum.

KING'S LODGE COMMUNITY SCHOOL

SEX & RELATIONSHIP EDUCATION LEARNING & TEACHING FRAMEWORK



King's Lodge School

SEX & RELATIONSHIP EDUCATION - SUMMER TERM 6

GUIDANCE FOR TEACHERS & TAs

ORDER OF SRE TEACHING AND LEARNING IN TERM 6

- (1) Implement PSHEE sessions using the Learn 4 Life (L4L) and SEAL resources as relevant.
- (2) Read/ share the year group text(s) and discuss their content with your class.
- (3) View together - *children and adults* - the relevant *All About Us: Living and Growing – Alternative* DVD programme(s) and discuss.
- (4) Conclude the term's learning with further PSHEE sessions using the L4L and SEAL resources.

TIPS FOR CLASS DISCUSSIONS

- Centre discussions on the L4L and SEAL resources and the texts and DVD programme(s) listed in the SRE framework for the year group.
- Agree ground rules for class discussions and create a safe and calm environment in which learning can take place.
- Keep things general - do not personalise and avoid stereotyping, prejudice and gender-bias. Agree that no personal questions will be asked of any children or adults.
- Use correct and inclusive terminology (DVD programme's key vocabulary). Clear language is important to ensure that misunderstandings are not developed or perpetuated.
- Use open-questioning to encourage discussion however, as the professionals/ adults maintain control of the issues and vocabulary being discussed.
- Provide an anonymous question box in the classroom for children to post questions if they feel embarrassed to discuss issues in front of their peers. Use the questions to structure classroom discussions and answer them honestly and age-appropriately for children in the class.
- Listen and respond to all children's thoughts, opinions, attitudes and feelings in a non-judgemental way, modelling respect and good communication.
- Give opportunities and time for reflection - the children *and* you.
- Ensure children are aware of the appropriateness of when and where to discuss SRE issues and vocabulary.
- Always keep in mind **child protection** and **confidentiality**.
- Follow closely and adhere to King's Lodge School's SRE Framework planning for the year group.
- Be confident, relaxed and enjoy the SRE sessions and discussions with the children.

Further guidance:

[Sex Education Forum \(UK\)](#)

[Sex Education Forum - Working together for quality sex and relationship education](#)

**STATUTORY REQUIREMENTS
FOR EYFS2, KS1 & KS2**

**EARLY YEARS OUTCOMES 2014 FRAMEWORK
NATIONAL CURRICULUM 2014: SCIENCE**

EYFS AREAS OF LEARNING AND THEIR ASSOCIATED EARLY LEARNING GOALS RELATING TO HEALTH AND RELATIONSHIPS**AREA: PHYSICAL DEVELOPMENT*****ELG 05: Health and self-care***

Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

AREA: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT***ELG 06: Self-confidence and self-awareness***

Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.

ELG 07: Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

ELG 08: Making relationships

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

AREA: UNDERSTANDING OF THE WORLD***ELG 13: People and communities***

Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14: The world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

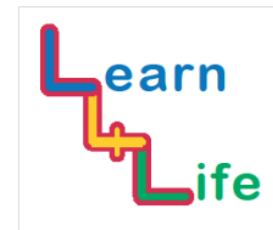
KEY STAGE	YEAR GROUP	Pupils should be taught to	<i>Non-statutory Notes and Guidance</i>
KS1	1	<ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<i>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i>
	2	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults. 	<i>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i>
LKS2	3	<ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<i>Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</i>
	4		
UKS2	5	<ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. describe the life process of reproduction in some plants and animals. describe the changes as humans develop to old age. 	<i>Pupils should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i>
	6	<ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 	<i>They should be introduced to the idea that characteristics are passed from parents to their offspring. At this stage, pupils are not expected to understand how genes and chromosomes work.</i>

PERSONAL, SOCIAL & HEALTH EDUCATION
(NON-STATUTORY REQUIREMENTS)

WILTSHIRE LEARN 4 LIFE SCHEME

SEAL: SOCIAL & EMOTIONAL ASPECTS OF LEARNING

NSPCC: The Underwear Rule - PANTS



L4L THEMES	My Friends & Family	Ready, Steady, Go
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THEME <i>(Term Unit)</i>	YEAR GROUP					
	1	2	3	4	5	6
My Friends & Family <i>(Spring 2)</i>	I know who my friends and family are.	I know the stages of a life cycle.	I know that families can be different from one another.	I know the names for male and female body parts.	I can describe some of the physical changes of puberty.	I can recognise and challenge stereotyping and discrimination.
	I have thought about people who are important to me and how I feel about them.	I can identify some of the people who care for me.	I have thought about the importance of caring for myself and keeping myself clean.	I have thought about how and why my body will change.	I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings.	I have thought about how the media can influence the way we think and feel about people and situations.
Ready, Steady, Go <i>(Summer 2)</i>	I know that some changes are natural and “happen by themselves”.	I know how to cope with changes that can be exciting or worrying.	I know that everybody goes through many sorts of change all the time.	I know some ways of dealing with changes that make me feel uncomfortable.	I know how people often respond to difficult changes.	I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.
				I know some ways of dealing with the feelings that arise from changes.		I can look for the positives in big changes I am facing.

SEAL THEME		Relationships						
		YEAR GROUP						
		R	1	2	3	4	5	6
LEARNING OPPORTUNITIES	Loss – missing someone we love	People who are important to us	Understanding our feelings – loved, cared for	Special people	Special people	People around us	Our special people	
	Loss – living things	Understanding my feelings – proud & jealous	Leaving home	Guilty	Loss	Embarrassed	Loss	
	Understanding my feelings – happy, sad, angry	Dealing with our hurt feelings without hurting others	Important people and things	Making amends	Let's not forget	Pick me up, don't put me down	Losses	
	Understanding my feelings – fair & unfair		Feeling lonely and feeling included	Taking responsibility		Don't judge a book by its cover	Helping others	
				Making wise choices			Forgiveness	
				Sticks and stones				
	Excellence and Enjoyment: social and emotional aspects of learning							

SEAL THEME		Changes						
		YEAR GROUP						
		R	1	2	3	4	5	6
LEARNING OPPORTUNITIES	How we change over time (1)	How we change over time	Changing our behaviour	Positive changes	Imposed or unwelcome change	Common responses to change	Understanding feelings about change	
	Making change happen	Making change happen		Change is normal	Our responses to change	Understanding individual differences in our responses to change	Understanding how thoughts, feelings and behaviour are linked	
	How we change over time (2)			Making a plan to bring about a change			Saying goodbye and moving on	
	Dealing with change and making change happen							
	Excellence and Enjoyment: social and emotional aspects of learning							

Teaching and learning of the **NSPCC's Underwear Rule - PANTS** takes place during delivery of the KLS SRE Framework, as well as at appropriate times throughout the academic year.

REF: [The Underwear Rule - PANTS NSPCC](#)

LEARN THE UNDERWEAR RULE

TALK

PANTS

AND YOU'VE GOT IT COVERED!

P RIVATES ARE PRIVATE

A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

N O MEANS NO

T ALK ABOUT SECRETS THAT UPSET YOU

S PEAK UP, SOMEONE CAN HELP

ChildLine
0800 1111

NSPCC
Cruelty to children must stop. FULL STOP.

ChildLine is a service provided by the NSPCC.
2019281. Registered charity numbers 218401 and 90207717

SEX & RELATIONSHIP EDUCATION

**KING'S LODGE SCHOOL'S
SRE FRAMEWORK FOR EYFS2, KS1 & KS2**

YEAR GROUP	SRE FOCUS	RESOURCES
R	Plan and implement activities as relevant to the EYFS Areas of Learning & Early Learning Goals: <i>Physical Development; Personal, Social and Emotional Development; Understanding of the World</i>	<ul style="list-style-type: none"> Text: <i>Once There Were Giants</i> (Martin Waddell)
1	Differences	<ul style="list-style-type: none"> Text: <i>Once There Were Giants</i> (Martin Waddell) DVD: All About Us: Living and Growing (Alternative) - Unit 1, Programme 1, <i>Differences</i>
2	Differences Growing Up	<ul style="list-style-type: none"> Text: <i>Changes</i> (Anthony Browne) Text: <i>What's Inside Your Tummy, Mummy?</i> (Abby Cocovini) DVD: All About Us: Living and Growing (Alternative) - Unit 1, Programme 1 <i>Differences</i> DVD: All About Us: Living and Growing (Alternative) - Unit 1, Programme 3, <i>Growing Up</i>
3	How did I get here?	<ul style="list-style-type: none"> Text: <i>Boys & Girls</i> (Birmingham Health Education Service) DVD: All About Us: Living and Growing (Alternative) - Unit 1, Programme 2, <i>How Did I Get Here?</i>
4	Changes	<ul style="list-style-type: none"> Text: <i>Bits and Bobs and Sweat and Spots</i> (Birmingham Health Education Service) DVD: All About Us: Living and Growing (Alternative) - Unit 2, Programme 4, <i>Changes</i> Activity Sheet: <i>Naming body parts</i> (Unit 1 Resources, p. 15; edited vocabulary)
5	Girl Talk Boy Talk	<ul style="list-style-type: none"> Whole class discussion, facilitated by Y5 teachers and the School Nursing Team Text: <i>Hair In Funny Places</i> (Babette Cole) DVD: All About Us: Living and Growing (Alternative) - Unit 2, Programme 5, <i>Girl Talk</i> DVD: All About Us: Living and Growing (Alternative) - Unit 2, Programme 6, <i>Boy Talk</i>
6	How babies are made	<ul style="list-style-type: none"> Whole class and boy/ girl discussion groups, facilitated by Y6 teachers and Mr Wrixon DVD: All About Us: Living and Growing (Alternative) - Unit 3, Programme 7, <i>How Babies Are Made</i> Bodyform posters: male and female anatomy Check the bare facts and all the hairy bits Boys (Health Promotion Cornwall & Isles of Scilly) Check the bare facts and all the hairy bits Girls (Health Promotion Cornwall & Isles of Scilly)

KING'S LODGE COMMUNITY SCHOOL

SRE PROGRESSION OF KEY VOCABULARY

YEAR GROUP	ALL ABOUT US: LIVING AND GROWING (ALTERNATIVE) DVD PROGRAMME		KEY VOCABULARY
1	Differences	<ul style="list-style-type: none"> Unit 1, Programme 1 	boy, different, girl, kitten
2	Differences Growing Up	<ul style="list-style-type: none"> Unit 1, Programme 1 Unit 1, Programme 3 	Vocabulary within the <i>What's Inside Your Tummy, Mummy?</i> text. baby, birthday, cake, celebrate, change, child, grandparent, growing, grown-up, living, parent, party, presents, special, suckling, teenager, toddler
3	How Did I Get Here?	<ul style="list-style-type: none"> Unit 1, Programme 2 	Vocabulary within the <i>Boys & Girls</i> text. baby, foetus, hospital, pregnant, womb
4	Changes	<ul style="list-style-type: none"> Unit 2, Programme 4 	Vocabulary within the <i>Bits and Bobs and Sweat and Spots</i> text. egg, ovaries, penis, period, puberty, menstruation, scrotum, sexual relationship, sperm, testicles, vagina, breast, semen, womb, body hair
5	Girl Talk Boy Talk	<ul style="list-style-type: none"> Unit 2, Programme 5 Unit 2, Programme 6 	Vocabulary within the <i>Hair In Funny Places</i> text. crush, hormone, menstruation, ovaries, period, puberty, vagina girlfriend, penis, puberty, relationship, shaving, spots, testicles, wet dream
6	How Babies Are Made	<ul style="list-style-type: none"> Unit 3, Programme 7 	caring, conception, egg, fertilisation, friend, honesty, love, making love, sex, sexual intercourse, sexual relationship, sperm, trust, womb, body hair puberty, hormone, girlfriend, boyfriend, relationship vagina, menstruation, period, ovaries penis, testicles, spots, shaving, wet dream

SEX & RELATIONSHIP EDUCATION LEARNING & TEACHING FRAMEWORK

YEAR R SUMMER 2017, TERM 6

SEAL: RELATIONSHIPS	SEAL: CHANGES	EYFS2 EYFS2 areas of learning and their associated early learning goals relating to health and relationships.
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READ/ SHARE TEXT
Once There Were Giants by Martin Waddell
Discussion



FOLLOW UP Questions & Discussion	SEAL: CHANGES RELATIONSHIPS	EYFS2 EYFS2 areas of learning and their associated early learning goals relating to health and relationships.
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SEX & RELATIONSHIP EDUCATION LEARNING & TEACHING FRAMEWORK

YEAR 1
SUMMER 2017, TERM 6

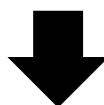
SEAL: <i>Changes Relationships</i>	LEARN 4 LIFE: <i>My Friends & Family Ready, Steady, Go</i>	NC 2014: SCIENCE <i>Animals, including humans Living things</i>
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READ/ SHARE TEXT
Once There Were Giants by Martin Waddell
Discussion



VIEW SRE PROGRAMME
DVD - 4 Learning
All About Us: Living and Growing (Alternative)
Unit 1, Programme 1 - *Differences*

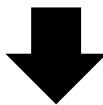


FOLLOW UP Questions & Discussion	SEAL LEARN 4 LIFE	NC 2014: SCIENCE <i>Animals, including humans Living things</i>
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SEX & RELATIONSHIP EDUCATION LEARNING & TEACHING FRAMEWORK

YEAR 2 SUMMER 2017, TERM 6

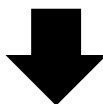
SEAL: <i>Changes Relationships</i>	LEARN 4 LIFE: <i>My Friends & Family Ready, Steady, Go</i>	NC 2014: SCIENCE <i>Animals, including humans Living things</i>
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READ/ SHARE TEXTS
Changes by Anthony Browne
What's Inside Your Tummy, Mummy? by Abby Cocovini
Discussion



VIEW SRE PROGRAMMES
DVD - 4 Learning
All About Us: Living and Growing (Alternative)
Unit 1, Programme 1 - *Differences*
Unit 1, Programme 3 - *Growing Up*



FOLLOW UP Questions & Discussion	SEAL LEARN 4 LIFE	NC 2014: SCIENCE <i>Animals, including humans Living things</i>
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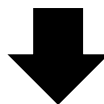
SEX & RELATIONSHIP EDUCATION LEARNING & TEACHING FRAMEWORK

YEAR 3 SUMMER 2017, TERM 6

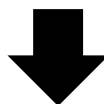
SEAL: <i>Changes Relationships</i>	LEARN 4 LIFE: <i>My Friends & Family Ready, Steady, Go</i>	NC 2014: SCIENCE <i>Animals, including humans Living things</i>
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READ/ SHARE TEXTS
Boys & Girls by Birmingham Health Education Service
Discussion



VIEW SRE PROGRAMME
DVD - 4 Learning
All About Us: Living and Growing (Alternative)
Unit 1, Programme 2 - *How Did I Get Here?*



FOLLOW UP Questions & Discussion	SEAL LEARN 4 LIFE	NC 2014: SCIENCE <i>Animals, including humans Living things</i>
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SEX & RELATIONSHIP EDUCATION LEARNING & TEACHING FRAMEWORK

YEAR 4
SUMMER 2017, TERM 6

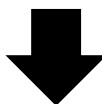
SEAL: <i>Changes Relationships</i>	LEARN 4 LIFE: <i>My Friends & Family Ready, Steady, Go</i>	NC 2014: SCIENCE <i>Animals, including humans Living things</i>
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READ/ SHARE TEXTS
Bits and Bobs and Sweat and Spots by Birmingham HES
Discussion



VIEW SRE PROGRAMME
DVD - 4 Learning
All About Us: Living and Growing (Alternative)
Unit 2, Programme 4 - *Changes*

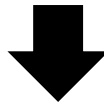


FOLLOW UP Questions & Discussion	SEAL LEARN 4 LIFE	NC 2014: SCIENCE <i>Animals, including humans Living things</i>
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SEX & RELATIONSHIP EDUCATION LEARNING & TEACHING FRAMEWORK

YEAR 5
SUMMER 2017, TERM 6

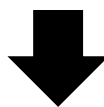
SEAL: <i>Changes Relationships</i>	LEARN 4 LIFE: <i>My Friends & Family Ready, Steady, Go</i>	NC 2014: SCIENCE <i>Animals, including humans Living things</i>
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READ/ SHARE TEXT
Hair In Funny Places by Babette Cole
Discussion



VIEW SRE PROGRAMMES
DVD - 4 Learning
All About Us: Living and Growing (Alternative)
Unit 2, Programme 5 - *Girl Talk*
Unit 2, Programme 6 - *Boy Talk*

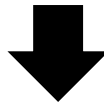


FOLLOW UP Questions & Discussion	SEAL LEARN 4 LIFE	NC 2014: SCIENCE <i>Animals, including humans Living things</i>
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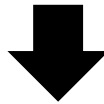
SEX & RELATIONSHIP EDUCATION LEARNING & TEACHING FRAMEWORK

YEAR 6 SUMMER 2017, TERM 6

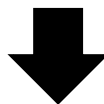
SEAL: <i>Changes Relationships</i>	LEARN 4 LIFE: <i>My Friends & Family Ready, Steady, Go</i>	NC 2014: SCIENCE <i>Animals, including humans Living things</i>
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READ/ SHARE TEXTS
Bodyform posters: male and female anatomy



VIEW SRE PROGRAMME
DVD - 4 Learning
All About Us: Living and Growing (Alternative)
Unit 3, Programme 7 - *How Babies Are Made*



FOLLOW UP Questions & separate boy/ girl discussion groups	GIVEN TO/ READ BY Y6 CHILDREN <i>SRE Leaflets</i> Check the bare facts and all the hairy bits Girls Check the bare facts and all the hairy bits Boys
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SEX & RELATIONSHIP EDUCATION

QUESTION SHEETS

QUESTIONS		CLASS:		
NAME (optional)		GENDER	M	F

QUESTIONS		CLASS:		
NAME (optional)		GENDER	M	F



Kindness Learning Success

Sex & Relationship Education (SRE)

Dan Wrixon
SRE Leader

May 2017

Prepared in consultation with KLS: Governing Body,
SRE advisors, members of staff, parents/ carers and children,
November 2010 - June 2011;
Updated and reviewed May 2017.