



# Hartford Primary School

## SRE Policy

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Signature of Headteacher:

Signature of Chair of Governors:

## **HARTFORD PRIMARY SCHOOL**

### **Sex and Relationships Education Policy**

#### **Rationale**

- We recognise our role as teachers in answering children's questions openly and honestly
- We appreciate the need to respond as appropriate to their development and needs
  - The following objectives were developed as a result of consultation with a group of interested parents.

#### **Aims of the policy**

#### **By the end of Key Stage 1**

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans.
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise given safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will identify:

- That animals including humans grow and reproduce
- That humans and animals can produce offspring and these grow into adults.
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- They have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for the sexual parts
- Why families are special for caring and sharing

Pupils will have considered

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

## **By the end of Key Stage 2**

Pupils will be able to

- Express opinions, for example about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Suggest ways in which to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Develop the ability to listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know strategies to deal with it.

Pupils will identify:

- That the life processes common to humans and other animals include growth and reproduction
- The main stages of the human life cycle from conception to birth
- That safe routines can stop the spread of viruses including HIV
- The physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- How to keep themselves safe when involved in risky activities
- That their actions have consequences and how to anticipate the results of them
- Different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- A wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles
- Different types of adult relationships
- Others' points of view including those of their parents or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to say no and seek help
- The need for trust and love in established relationships
- The complex decisions to be made before a child is conceived