



Dishforth Airfield Primary School Policy for Sex and Relationships Education (SRE) JUNE 2020

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Start date: March 2016

Review Date: June 2018

Review by: Julie Lyon (Head teacher) in consultation with: the PSHCE Co-ordinator, staff and the governing body.

This policy is informed by Sex and Relationship Education Guidance DfEE 0116/2000 and the further supplementary guidance, 'Sex and Relationships Education for the 21st Century' (March 2014.) It has been produced through consultation with teaching staff, the SRE Co-ordinator, the Senior Leadership Team, the Head teacher and the Governing Body. This policy will be held electronically on the school website, (dishfoirhairfieldprimaryschool.com) enabling unlimited access by all stakeholders.

This policy links to current school policies in relation to:

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance;
- Confidentiality Policy;;
- Anti-bullying policy
- PSHE Policy;
- E-safety policy / ICT;
- Inclusion Policy;
- Teaching and Learning;
- Assessment;
- Science;
- Equalities Duty.

1. The schools definition of Sex and Relationships Education.

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline; enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

2. The schools statement of values and ethos.

The school is committed to promoting the personal and social development, health and wellbeing of its pupils, which underpins the ethos of the school and is reflected in its policies and in the breadth of the curriculum. Due to the personal and social nature of the topics covered in SRE, values and attitudes are a central part of learning and moral development SRE within the school will:

- develop an awareness, understanding and respect for self, including self-confidence and self-esteem;
- develop an awareness and respect for others and their view;
- support and encourage pupils to take responsibility for choices and actions;
- promote understanding and empathy to enable all pupils to treat others with fairness and respect;
- develop an awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help and develop relationships based on mutual understanding and trust and a regard for family life, friends and the wider community.

3. The aims, objectives and outcomes of SRE.

Attitudes and Values:

- learning the importance of values, individual conscience and moral considerations;
- learning the value of marriage, family life and stable relationships;
- learning the value of respect, love, care and relationships that are healthy, equal and safe;
- exploring, considering and understanding moral dilemmas;
- challenge stereotypes and gendered expectations for both boys and girls;
- developing critical thinking as part of decision making.

Personal and Social Skills:

- learning to manage emotions and relationships confidentially and sensitively
- developing self-respect and empathy for others
- equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- learning to make choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- learning how to recognise pressure and ways of dealing with control and exploitation
- understand a range of 'different families' and sexualities and be able to challenge transphobic and homophobic language
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help.

Knowledge and Understanding:

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- understanding human reproduction, emotions and healthy relationships

4. Statement of responsibilities of all stakeholders.

The Governing Body:

The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE through the national curriculum science and other curriculum areas like PSHE. In primary schools if the decision is taken not to teach SRE outside the Science Curriculum this should be documented in the policy and governors need to keep a written record of their decisions. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that SRE addresses the needs of pupils, local issues and trends.

The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life. The Governors will review the policy on a three year cycle or sooner if necessary. It is good practice to identify a link governor for SRE.

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities in both primary and secondary schools.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (April 2014) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and /or for maintained school through SRE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

The Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- work with governors to ensure compliance with the statutory guidance
- liaise with the PSHE co-ordinator to ensure the effective delivery of the SRE within the curriculum is being monitored
- keep the governing body fully informed of provision, issues and progress around SRE issues
- act upon any concerns which may arise from pupil's disclosure during SRE sessions
- monitor staff training requirements in relation to effective teaching and learning of SRE
- ensure parents/ carers are informed when their children will be taught SRE to support a partnership approach
- inform parents that they do have the right to withdraw their child from any SRE and when it is not part of the National Curriculum Science programme

The PSHE Co-ordinator:

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- ensure the implementation and quality of long term and medium term SRE schemes of work
- ensure that all staff are confident in the skills to teach and discuss SRE issues as trained, confident and competent staff are essential to raise standards in SRE
- consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- consult with pupils to inform provision around SRE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- access appropriate training
- monitor and advise on SRE organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included
- liaise with the named governor for SRE
- liaise with any service provision to support aspects of sexual health
- co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- liaise with the Headteacher to ensure parents/carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme

Parents / Carers

The schools aims to work in active partnership with families, value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

External agencies

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in School form (see appendix 4) is to be used when planning, and for evaluating the input of an external contributor, ensuring that: clear learning outcomes will be established, effective teaching and learning will be used, and that the

work will be tailored to the target audience. It is essential to ensure that at all times a member of staff is present when an external contributor is working with pupils. The visitors input will be more effective if a teacher provides the context and follow up to the session. All external visitors should have Disclosure and Barring Service check (DBS).

5. Parents/carers right to withdraw.

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Parents will be notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHE Co-ordinator who will explore their concerns. If a child is withdrawn they will be provided with alternative work for the duration of the lessons they should not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

6. Complaints.

Parental or public complaints about the school's sex and relationships education provision will be addressed through the school's complaints procedure. The governing body has agreed a process for parents and members of the public to follow in making a complaint and this is based on guidance from the Department for Education. Each stage has to be exhausted before the complaint is escalated further.

7. Delivery of SRE and the curriculum.

A successful SRE programme is currently implemented within the school's framework for PSHE and the National Curriculum for Science (see appendix 3.) The SRE curriculum is to be delivered e.g. through Science, PSHE lessons, e-safety, cross-curricular work by class teachers, teaching assistants and where appropriate, outside agencies. Those delivering the SRE programme will have relevant training to enable them to meet all of requirements of the curriculum content and the specifications as outlined with the SRE policy. An extensive range of age appropriate resources and teaching methods will be used and there will be a consultation between teaching staff, the PSHCE co-ordinator, the Senior Leadership team and where appropriate, the Governing Body, are to evaluate and select resources to be used, (see appendix 2 for guidance on selecting appropriate resources and appendix 1 for a list of some supporting resources.) The teaching staff, in conjunction with the PSHCE co-ordinator and when appropriate, the SENCO, are to ensure that there is effective provision for all learners; including those who have SEND, and regardless of ethnicity, faith, sexual orientation.

8. Procedures for assessment, monitoring, evaluating and reviewing.

SRE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of the curriculum will:

- be planned from the beginning as an integral part of teaching and learning
- provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- include bi-annually completion of the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the SRE provision and to identify any emerging issues for pupils
- involve pupils in discussion about learning objectives and desired outcomes
- include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement

The school's Curriculum leader will be responsible for monitoring the provision of SRE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors' Curriculum Committee. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

The SRE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every three years for the following purposes:

- To review and plan the content and delivery of the programme of study for SRE
- To review resources and renew as appropriate (see further guidance in appendix 3)
- To update training in line with current guidance and staff identified needs

9. Confidentiality and Safeguarding.

To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all teachers will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions (which appears to be inappropriate in the circumstances), teachers will deal with this outside of the lesson. In this eventuality, a holding statement will be used that then allows the teacher to follow a number of options. These include:

- further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked
- time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help
- if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults, no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

10. Diversity

This school is aware that all pupils from all faiths and cultures have an entitlement to SRE and will therefore; promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain.

Lesbian, Gay, Bisexual and Transgender (LGBT) and work on 'Different Families':

Pupils will be provided with the opportunities to learn about different family structures. Sexual orientation is a protected characteristic in the 2010 Equalities Act, so the curriculum will cater for LGB, transgender and heterosexual pupils. The school will be proactive in preventing and tackling homophobic, bi-phobic and transphobic bullying and it will make all children and young people feel included. The school aims to eliminate discrimination, advance equality and foster good relations.

11. Supporting Materials

Appendix 1: Supporting documents and list of resources for teaching and learning in SRE;

Appendix 2: Criteria for choosing appropriate resources to support the teaching of SRE;

Appendix 3: Sex Education in the National Curriculum for Science;

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Appendix 5: Letter to parents and carers.

**Appendix 1:
Supporting documents and list of resources for teaching and learning in SRE**

A range of documents, guidance's and teaching and learning resources are available in the PSE/ Health and Wellbeing room on Fronter <https://fronter.com/northyorks/> (a schools log in will be required)

Sex and Relationship Education Guidance (2000) Ref: DfES 0116/2000.
<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eorderingdownload/dfes-0116-2000%20sre.pdf>

Sex and Relationships Education for the 21st Century, March 2014. Brook, PSHE Association and the Sex Education Forum.
https://www.pshe-association.org.uk/news_detail.aspx?ID=1383

The North Yorkshire Curriculum Entitlement Framework for Personal, Social, Health Economic Education and Citizenship at key stage 3 and 4 available from Fronter in the PSE/ Health and Wellbeing room. <https://fronter.com/northyorks/>

The North Yorkshire Curriculum Entitlement Framework for Personal, Social, Health Economic Education and Citizenship at key stage 1 and 2 available from Fronter in the PSE/ Health and Wellbeing room. <https://fronter.com/northyorks/>

Sex Education Forum has a range of resources and fact sheets to support SRE. It also provides a suggested scheme of work for primary and secondary schools. www.sexeducationforum.org.uk/

Are you getting it right? A toolkit for consulting young people on sex and relationships education (secondary schools).
http://www.sexeducationforum.org.uk/media/6607/sef_audit_toolkit_2008.pdf

A similar toolkit has been developed for primary schools but there is a cost to purchase this from the sex education forum

PSHE association has a range of supporting information. Some resources are only available through membership this includes guidance on reviewing your schools SRE policy <https://www.pshe-association.org.uk/>

www.yorsexualhealth.org.uk Details of local sexual health services in North Yorkshire, including opening times and locations.

Stonewall provides information and resources to support Lesbian, Gay and Bisexual issues.
www.stonewall.org.uk

North Yorkshire Equality and Diversity Guidance to support the issue of homophobic bullying and language and the needs of lesbian, gay and bi-sexual young people in schools available from Fronter in the sexual orientation room
<https://fronter.com/northyorks/>

Aspect of the curriculum	Suggested resources with web links
General teaching and learning resources can be found in the North Yorkshire PSHE and Citizenship planning and assessment tool for Key Stage 1-2 Health and Wellbeing room on Fronter. The following resources support particular aspects of the curriculum.	
Sexual Abuse Healthy Relationships Child Sexual Exploitation Sexting	<ul style="list-style-type: none"> • NSPCC pants- the underwear rule (EYFS and KS1-2) http://www.nspcc.org.uk/ (also has a section for parents/carers) • Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse and gender stereotypes from KS1-5 www.womensaid.org.uk • The NSPCC has produced resources to support pupils to get help about sexting http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx • This is abuse has been produced by the Home office http://thisisabuse.direct.gov.uk • The sex education forum has produced a briefing addressing health relationships and sexual exploitation within PSHE in schools http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf • The BigTalk Cards "Growing Up Safe" .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost) http://www.bigtalkeducation.co.uk/resources-for-primaries.html
Different Families and Lesbian, Gay and Bisexuality I	<ul style="list-style-type: none"> • Stonewall provide a range of supporting resources and information for primary and secondary schools www.stonewall.org.uk • The primary school 'different families/ challenging homophobic language resource can be downloaded for free from http://www.ellybarnes.com/ go to resources and then CHIPS challenging homophobia in primary schools and scroll down the page to find the download button. The resource uses a range of story books and lesson plans to introduce different families from reception to year 6 • FREE is a ground-breaking film for primary school pupils, that conveys a powerful message about difference, diversity and respect. The film follows the

	<p>stories of four children as they explore family, friendship and what it means to be yourself. FREE directly challenges homophobic bullying and language and shows the importance of celebrating difference. The film is aimed at key stage 2 children and can be accessed at http://www.stonewallprimary.org.uk/</p>
E safety	<ul style="list-style-type: none"> • Adventures of Smartie the penguin for EYFS and KS1 and Smart rules with Kara, Winston and the Smart Crew for KS2 http://kidsmart.org.uk • Think u know has a range of supporting resources for KS1-5 http://www.thinkuknow.co.uk/ (It also has a section for parents/carers) • E-safety resources for pupils (KS 1-5), teachers and professionals , parents and carers www.childnet-int.org including Jenny's Story for secondary age pupils • The BigTalk Cards "Growing Up Safe" .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost) http://www.bigtalkeducation.co.uk/resources-for-primaries.html • Digital Citizenship Scheme http://www.digital-literacy.org.uk/Home.aspx • 360 Degree Safe – an eSafety audit and planning tool http://www.360safe.org.uk/
Pornography	<ul style="list-style-type: none"> • The BigTalk Cards "Growing Up Safe" .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost) http://www.bigtalkeducation.co.uk/resources-for-primaries.html
Domestic abuse	<ul style="list-style-type: none"> • NYCC Domestic Abuse School Reference pack 2013 www.northyorks.gov.uk/index.aspx?articleid=16579 • Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse from KS1-5 www.womensaid.org.uk • A website to help children and young people understand domestic abuse (KS2-5) www.thehideout.org.uk • Independent domestic abuse service provides a range of information for staff and young people www.idas.org.uk
Supporting parents/carers	<ul style="list-style-type: none"> • The family planning association has a parents/carers section to support them in talking to their children about a range of growing up, sex and relationship and keeping safe issues www.fpa.org.uk • The PSHE association has a number of parent factsheets including one to support SRE www.pshe-association.org.uk • A website to support parents in preventing sexual abuse www.parentsprotect.co.uk

Appendix 2:

Criteria for choosing appropriate resources to support the teaching of SRE

There are a wealth of commercially produced resources to support teaching and learning in PSHE. Prior to purchasing and using resources it is important to consider the following:

Good Practice Principles:

- Is the resource in line with the school's ethos, values and policy statements for SRE?
- Is there guidance on identifying pupils' existing levels of knowledge and understanding and how to incorporate these into planning?
- Is the resource appropriate to the needs of the learner in terms of language, pictures and ability level?
- Does the resource present a balanced view and avoid stereotypical references with regard to gender, racism, disability and sexual orientation?
- Does the resource take account of religious and cultural needs?
- Does the resource display positive images of young people from all walks of life and backgrounds?
- Can the resource be adapted to meet the needs of the learner?
- Is the resource factually correct and up to date?
- Do the activities in the resource encourage active, participatory learning?
- Is there guidance on evaluating activities?
- Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence?

Teaching and Learning:

- Does the material outline processes for establishing a positive and supportive learning environment e.g. developing ground rules?

- Is active learning promoted?
- Are discussion and reflection encouraged?
- Do the activities cover the development of knowledge, skills and attitudes?
- Is guidance given on assessing learning outcomes?

Content:

- Does the content covered meet with pupils' needs?
- Is the content factually accurate and balanced?
- Are learning outcomes clearly stated?
- Are learning outcomes sufficiently challenging?
- Do the activities encourage pupils to think about their attitudes and values and take into account a range of perspectives?
- Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?

Curriculum Issues:

- Does it contribute to broad and balanced PSHE provision?
- Does the material say how it covers statutory and non-statutory learning outcomes?
- Does the resource support continuity and progression across the key stages and curriculum subjects?

Appendix 3:

Sex Education in the National Curriculum for Science

This sets out the sex education content within the programme of study (PoS) for science in the new National Curriculum (NC) at Key Stages 1, 2 .

What are schools required to teach?

All maintained primary and secondary schools must teach the National Curriculum. Parents do not have a right to withdraw their child from this. The programmes of study for primary schools are set out year by year, but content may be introduced earlier if relevant to the pupils' needs.

- In primary school the new National Curriculum science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty (year 5).
- Year 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically, it is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused.
- Legally, all state-funded schools must have due regard to the government SRE guidance (2000). This states that boys and girls should learn about puberty before they experience and should learn about how babies are born before they start secondary school.

Extracts from the National Curriculum subject content

Key Stage 1	
NC Science – statutory from September 2014	Notes and Guidance (non-statutory)
Key Stage 1 Pupils should be taught to:	Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1
Year 1 PoS Animals, including humans <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. 	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.
Year 2 PoS Animals, including humans <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults 	Pupils...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.
Key Stage 2	
Lower Key Stage 2 - Years 3 & 4 Pupils should be taught to:	
Year 4 PoS Living things and their habitats <ul style="list-style-type: none"> • explore and use classification keys to help group, identify and name a variety of living things 	Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals
Upper Key Stage 2 - Years 5 & 6 Pupils should be taught to:	

<p>Year 5 PoS Living things and their habitats</p> <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 <p>Animals including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age 	<p>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. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p> <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>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.</p>
<p>Year 6 PoS Living things and their habitats</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms <p>Animals including humans</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. <p>Evolution and inheritance</p> <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 	<p>Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles.</p>

**Appendix 4:
Partners in School Agreement Form
Supporting the Personal, Social, Health, Citizenship and Economic Education (PSHCE)**

The aim of this document is to ensure that both the school and the external partner's are mutually aware of the other's expectations and to ensure that a high quality teaching and learning session is the guaranteed outcome. To ensure the pupils benefit fully from the contribution of the partner agency the following form needs to be completed and the planning checklist needs to be considered prior to the session running in the school.

<p>School:</p> <p>Lead contact person: Second contact person:</p> <p>Tel:</p> <p>Email:</p>
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<p>Agency:</p> <p>Lead contact person: Name of person(s) delivering the session:</p> <p>Tel:</p> <p>Email:</p>

<p>What is the aim of the session?</p>

What type of session is being delivered? (Lesson, assembly, drop down day etc.)

What are the intended learning outcomes for the pupils?

Is the partner agency delivering the whole session or contributing to part of session?

What activities and methods will be used during the session?

(If possible please send a copy of any session plan and supporting resources to the lead contact person at the school before the session runs to ensure appropriateness of resources for the age group)

Date/Time	Year / Class	Number of pupils	Any special needs or sensitive issues to be aware of?	Any equipment that needs to be provided by the school?

Planning checklist

Aspects to be considered	Any agreed actions
Is it clear how the partner's contribution fits with the planned PSHCE scheme of work?	
Is there a good understanding of the values of the partner agency and the reasons for working with schools?	
Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers?	
Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?	
Is a risk assessment required?	
Have the relevant school policies been discussed and if required access been given e.g. behaviour, child protection, health and safety, substances and sex and relationships?	
There is a clear understanding about ensuring a safe and secure learning environment is established, managing sensitive and controversial issues and the levels of confidentiality that can be offered?	

Have the relevant professional boundaries been discussed? The school ensures that a teacher will be present throughout the session. They will take responsibility for behaviour management and be supportive and involved in the partner agencies session.	
Is it clear how the pupils learning will be assessed at the end of the session by the partner agency to ensure further work by the school supports the learning i.e. it is clear what the pupils have achieved/learned/can do.	
Appropriate monitoring and evaluation of the session has been discussed and agreed?	

Appendix 1 of partners in school agreement form

Effective teaching and learning in Personal Social Health Economic education by partner agencies

Effective teaching and learning in PSHE occurs when:

- Sessions take into account student starting points and are based on needs analysis
- There are clear learning objectives and outcomes that are shared with students
- There is regular assessment of student progress against the learning outcomes by questioning students during the lesson and observation of activities
- Teaching and learning strategies are engaging and allow opportunities for students to apply their knowledge, skills and understanding and develop as independent learners
- Presenters have a good depth of subject knowledge and feel confident in delivering a session on the subject
- Presenters manage discussions on sensitive and controversial issues with skill
- Lessons are based on real life scenarios that reflect the everyday issues that students face, using data and contextual information that isn't readily available to the school
- Negotiated ground-rules establish a safe climate for learning and set out expected behaviours for learning
- A variety of questioning techniques are used, including students asking and finding out the answers to their own questions
- A wide range of imaginative resources are used that stimulate, enthuse and engage students' interests.
- Students demonstrate the ability to listen to others and participate in discussions, leading to them being able to make informed decisions and choices

Prior to the session, partners may wish to negotiate with the school:

- Where the in-pup from the partner agencies fits into the scheme of work and how the session will be followed up by the school
- How/when students are made aware of the session and its links with their programme of study
- How/when a teacher may intervene in a session
- Whether the partner will be the sole deliverer of the session or whether it will be a 'team-teach' approach with the partner acting as the expert witness.

Appendix 5: Letter to parents and carers.

Dear Parent / Carer,

At Dishforth Airfield Primary we are committed to providing all pupils with a planned Personal, Social, Health, Education (PSHE) programme in line with National Curriculum requirements. This will enable ~~your child(ren)~~ to acquire the knowledge, understanding, skills and strategies they need to develop to better enjoy and manage their lives. This includes:

- an understanding of themselves;
- empathy;
- the ability to work with others, to help ~~pupils~~ form and maintain good relationships;
- essential skills for future employability.

A full outline of our PSHE curriculum is published on our school website.

As part of the planned programme we teach pupils about, 'Me and My Relationships' which covers aspects of Sex and Relationships Education. The aim is to ensure pupils learn about the emotional, social and physical aspects of growing up, healthy relationships and keeping themselves safe. Teaching staff approach this aspect of the curriculum very sensitively and are aware of how it contributes to pupils development supporting them to develop healthy relationships, keep themselves safe and having factually correct information and the skills to positively manage the physical and emotional changes that will happen as they grow.

Key aspects of this curriculum area:

- Reception and Year 1: children will be taught about caring and respect. They will develop their understanding of positive relationships by learning how we show we care for people, and how we deal with situations we do not like. In addition to many other carefully chosen resources, the NSPCC 'Pants' resource is a recommended tool which can be used in a sensitive and age appropriate manner to focus on these aspects.
- Year 2 pupils are taught the names for different body parts which include the names for external genitalia and to know the difference between boys and girls.
- Year 3 pupils are taught about what physical contact is acceptable or unacceptable. This is vital to support the work we do in keeping all pupils safe. Pupils need to have the language to describe the private parts of their body and learn that their body belongs to them, they have a right to say no, and that they should tell an adult if they're upset or worried. To support us in delivering this message to the pupils we use information from the NSPCC Underwear Rule campaign. You can find out more at <http://www.nspcc.org.uk/>
- In Year 4 pupils start to learn that their body and emotions will change as they get older
- In Year 5 pupils learn about all the male and female body parts and the ways in which boys and girls grow and develop in puberty both physically and emotionally.
- In year 6 pupils further develop their understanding of the physical and emotional changes they go through at puberty and about human reproduction and promoting the importance of emotional health and well-being during puberty.
- Throughout all year groups pupils learn about, 'Different Families, Same Love' which develops children's understanding of loving relationships, including lesbian and gay couples.

Parents and carers also play a vital role in talking to your child(ren) about this important part of growing up and keeping themselves safe. To help you understand the type of questions children of different ages may ask and how to best respond to them further information can be obtained from the family planning association website – parent/carers section at <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

Some aspects of this curriculum are delivered through the National Curriculum Science and some through the PSHE curriculum. Parents / carers do have the right to withdraw your child(ren) from the PSHE curriculum but we would ask that you contact XX to further discuss your concerns.

If you would like to see the schools sex and relationships policy is available online on our website, dishforthairfieldprimaryschool.com, and we will be holding a meeting in which you will have the opportunity to view any of the teaching resources.

If you have any further questions about this aspect of the curriculum please can you contact Julie Lyon (headteacher).

Appendix 6: PSHCE provision overview.