

Sex and Relationships Education Framework

The following curricular framework is based on the North Yorkshire County Council's Personal, Social, Health & Citizenship Education (PSHCE) curriculum and is also the result of extensive work by school staff and governors to seek to find an appropriate and specific way to deliver Sex and Relationships Education (SRE) in line with our school's SRE policy.

A strong theme behind the development of this curriculum is linked to the school's duty to **safeguard** children. Extensive research nationally has shown that children and young people are highly vulnerable to a wide variety of exploitative activities, and effective SRE can minimise the risks associated with these. Certain elements, such as learning the correct names for genitalia etc. are introduced quite early, simply so that children have accurate knowledge of their own bodies. In addition, this ensures that children have the language required to clearly articulate anything that might make them feel uncomfortable or place them at risk.

Another strong theme running through this programme is the vital importance of **tolerance** and **respect** for all. It is acknowledged that our pupils live in a rural environment in which they may not necessarily encounter a more diverse cultural background. This leaves a dilemma; should we be even more proactive about teaching children about different life choices or cultural behaviours since they are unlikely to discover these things through other means, *OR* should we take the view that children aren't likely to encounter particular experiences so we don't need to deal with them. This framework seeks to find a balanced approach to the above dilemma, but leans more towards the former view, that it's important for pupils to learn about a variety of relationships and cultures since it may only be through such education that they encounter these.

All parents have the right to withdraw their child from SRE, and a form will be provided to parents each year to disapply their child from this should they so wish. In addition, for certain elements of SRE (e.g. puberty), the school may offer the option for a child to be removed from just this aspect of the curriculum, to be delivered at a predefined time and date. However, under the Equalities Act, all organisations including schools must demonstrate that they treat all people equally; this would include the correct terminology for different relationships (e.g. lesbian, gay etc.) which may come up *outside of SRE lessons*. If a question on such a matter were to arise from a child, staff would seek to handle this sensitively according to the framework below, but would not lie to a child or use incorrect terms when providing an answer. For example, if a Year 1 child asked what the word "gay" meant, although not listed as part of the YR / Y1 curriculum, a staff member might explain in a very simplified way that this is a word for two men or two women who have a special partnership. The teacher might also say that they'll learn more about this in future, and might ask in what context the child heard the term. The member of staff would not, however, rebuff the child and tell them that this "wasn't a word to talk about". This is to ensure that we remain honest with pupils whilst maintaining an age appropriate content.

Class 1 (YR / Y1)

I know that there are different types of relationships – family, friends and others.
 I know that different family relationships may include: mum and dad, mum, dad, mum and mum, dad and dad. (no introduction of terms e.g. gay, lesbian unless asked)
 I know that family and friends should care for each other
 I know about change and loss and the associated feelings

Class 2 (Y2/3) (N.B. Although expressed in two columns, content from both will be taught to Y2 and Y3.)

I know about the changes that have happened to my body since birth
 I can question whether boys and girls should behave differently
 I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls
 I understand the importance of valuing of one's own body and recognising its uniqueness
 I know that individuals have rights over their own bodies, and that there are differences between good and bad touching
 I know who I can go to if I am worried about something
 I know about the process of growing from young to old and how people's needs change

I can identify different types of relationships and show ways to maintain positive and healthy relationships
 I understand that relationships may change over time
 I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them
 I understand the difference between secrets and surprises and understand what adult secrets not to keep and when to support a friend to tell a trusted adult
 I know how other families are similar or different to mine
 I understand that it is OK to be different to others
 I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring
 I can understand and use the terms gay and lesbian appropriately, and recognise that these are different forms of relationships, and must be respected
 I have some understanding of the idea of self-image, and know that there is a difference between trying to stay healthy and worrying about how I look to others

<p>Class 3 (Y4/5/6)</p>	<p>N.B. Text in blue will be taught to Y5/6, and <u>may</u> be covered with some Y4's <i>with parental consent</i>)</p>	
<p>I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media</p> <p>I know the importance of taking care of my own body, whilst respecting cultural differences</p> <p>I know that it's important to stay healthy, but can distinguish between this and worrying about my weight or how I look to others.</p>	<p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way</p> <p>I am aware of different types of relationships (including lesbian and gay relationships) and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship</p> <p>I know where individuals, families and groups can get help and support</p> <p>I understand the importance of being respectful to everyone and to recognise and care about others people's feelings but if appropriate I feel able to confidentially challenge their view point</p> <p><i>I can name and explain male and female body parts, relating to Sex and Relationship Education</i></p> <p><i>I know the ways in which boys and girls grow and develop in puberty – physically and emotionally</i></p> <p><i>I am aware of the concept of being transgender in terms of a person feeling uncomfortable being a male / female, and I understand the importance of treating all people with respect.</i></p>	<p>I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable</p> <p>I understand that civil partnerships and marriages (including gay marriage) are examples of stable, loving relationships freely entered into by both people</p> <p>I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship</p> <p>I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret</p> <p><i>I understand the physical and emotional changes I will go through at puberty</i></p> <p><i>I know about human reproduction including conception, in terms outlined in the 'busy bodies' resource</i> https://www.healthpromotion.ie/hp-files/docs/HPM00478.pdf</p>