



## SWSF STATEMENT ON SEX AND RELATIONSHIPS

Dear Parent /Guardian

Your child will be having specific Sex Education lessons which are linked in with the National Curriculum and have been agreed by our Governing Body.

At SWSF we believe that Sex and Relationships Education involves;

- \* **Giving and receiving information**
- \* **Challenging beliefs**
- \* **Forming positive attitudes and values**
- \* **Developing sexual identity**
- \* **Promoting the necessary skills for effective communication, loving, caring and happy relationships and positive behaviour**

We believe that these objectives can only be achieved as a developmental process beginning in the early years and progressing through childhood and adolescence into adulthood. Children are fascinated by their own bodies and the human life cycle. An understanding of how the body works, grows and changes is a relevant and vital part of every child's personal development.

We appreciate that care and sensitivity is needed in approaching any aspect of Sex and Relationships Education and that the issues regarding sexual reproduction in humans should always be discussed within the context of family life, loving relationships and respect for others. We will be using specific vocabulary and we hope that you will reinforce this at home in order to discourage slang names.

*Within this booklet there is a brief description of what will be covered at each year group. Video resources will be used and we hope that you too will help your child to understand themselves and the world about them. If you wish to see the actual video used please ask, or if you have any queries please do not hesitate to come and see the class teacher or Head teacher*



**Myself and Others**  
**Family Networks**  
**Body Awareness**

**Hygiene**

**Our Day**

### RECEPTION

making positive relationships  
family and friends care for one another  
I know how to name some parts of my body  
and I know how my body has changed.  
awareness of importance basic daily hygiene  
routines.  
the routines of a day and how I can take care  
of myself

### YEAR ONE

**Myself and Others**

to value oneself, recognise similarities and  
differences with others and recognise the  
groups they belong to (e.g. family and  
school).

**Body Parts**

naming body parts

**Family**

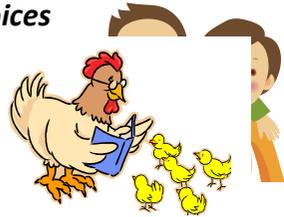
my family cares for me and all families are  
special

**Friendships**

exploring friendship

**Choices**

to recognise that they have choices and that  
some choices are right and others wrong.  
Also to make a simple choice which will  
improve their health.



**Differences: Boys & Girls**

to describe the ways that boys and girls can  
be the same and different.

**Differences: Male & Female**

to describe some of the differences between  
male and female animal, differences between  
boys and girls and understand that making a  
new life needs a male and a female.

**Naming Body Parts**

to name body parts

**Everybody needs caring for**

to identify different ways to show you care  
and understand that we all need different  
types of care.

**Looking After the Body**

to recognise that it is important to keep clean

### YEAR THREE

**Self Esteem**

to build self-esteem by recognising  
achievements and skills; to think  
about personal areas make  
improvements

**Challenging Gender Stereotypes**

to understand that male and females  
can do the same tasks and enjoy the  
same things; to recognise and  
challenge gender stereotypes.

**Differences: Male and Female**  
**Family Differences**

to name the male and female body.  
to know that all families are different  
and have different family members.

**Decision Making**

to think about simple decision making  
strategies

**Safety**

to be able to identify potential  
dangers in different situations and to  
have basic strategies for resisting  
pressure to behave in risky or  
unacceptable ways.



**Growing and Changing**

### YEAR FOUR

describe the main stages of the human  
life cycle and the changes that happen  
to the body when a child grows up.

**Body Changes and Reproduction**

Understand why the body changes in  
puberty and identify some basic facts  
about pregnancy.

**What is puberty?**

learn about the physical changes  
associated with puberty.

**Changing relationships**

learning strategies to deal with  
feelings in the context of relationships.

**Assertiveness**

understanding and be able to use  
assertiveness skills.

**Your Questions**

asking and answering questions about  
puberty using appropriate language.

## YEAR FIVE

### ***Talking About Puberty***

exploring the emotional and physical changes that occur during puberty.

### ***Becoming Men and Woman***

to explore how the media presents sexuality and to recognise and challenge gender stereotyping

### ***Puberty and Hygiene***

exploring the impact of puberty on the body and the importance of physical hygiene.

### ***Menstruation and Wet Dreams***

To understand that menstruation and wet dreams are a normal part of growing up. This session will also have a girl group and a boy group to allow space for discussion.

### ***Menstruation Education for Girls***

to explore the issues with a girl only group.

### ***Building Relationships***



Explain the similarities and differences between friendships and intimate relationships.

## YEAR SIX

### ***Puberty and Reproduction***

exploring the emotional and physical changes that occur during puberty and the importance of puberty for human reproduction.

### ***Relationships and Reproduction***

exploring different kinds of relationships and to explore the place of a family for having and brining up babies.

### ***Conception and Pregnancy***

learning about human fertilization and the development of the foetus during pregnancy.

### ***Being a Parent***

the responsibilities and joys of being a Parent.

### ***Transmission of diseases***

E.g. HIV through intimate contact

### ***Your Questions Answered***

asking and answering questions. Knowing where to get further help and advice.