



Lodge Farm Primary School  
 Mobbsbury Way  
 Chells  
 Stevenage  
 Herts SG2 0HR

Tel: 01438 236600 Fax: 01438 236601  
 Information Line: 08453 316191

*“Learning in mind, community at heart”*

email: [admin@lodgefarm.herts.sch.uk](mailto:admin@lodgefarm.herts.sch.uk)  
 www: [lodgefarm.herts.sch.uk](http://lodgefarm.herts.sch.uk)

Headteacher: Helen Turner

24<sup>th</sup> April 2019

Dear parents/guardians,

Please find information below about our ongoing teaching of sex and relationships education (SRE) here at Lodge Farm.

**What is sex and relationships education?**

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Please see below the SRE objectives for each year group:

<b>Reception</b>	<ul style="list-style-type: none"> <li>• The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• About the process of growing from young to old and how people’s needs change</li> <li>• About growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>• About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.</li> <li>• To judge what kind of physical contact is acceptable, comfortable,</li> </ul>

	<p>unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</li> <li>• That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</li> <li>• To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</li> <li>• How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• How their body will, and emotions may, change as they approach and move through puberty</li> <li>• About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>• That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</li> <li>• That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</li> <li>• To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</li> <li>• How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• How their body will, and emotions may, change as they approach and move through puberty</li> <li>• About human reproduction</li> <li>• About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.</li> <li>• To be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>

	<ul style="list-style-type: none"> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>• That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</li> <li>• That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</li> <li>• To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</li> <li>• How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</li> </ul>
<p style="text-align: center;"><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• How their body will, and emotions may, change as they approach and move through puberty</li> <li>• About human reproduction</li> <li>• About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.</li> <li>• That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>• To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>• That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</li> <li>• That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</li> <li>• To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</li> <li>• How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</li> </ul>

Please note that parents have the legal right to withdraw their children from all or part of any SRE provided, with the exception of the biological aspects necessary under national curriculum science. If you wish to withdraw your child from SRE please send written confirmation to Miss Turner.

If you wish to discuss anything further or have any questions about the teaching of SRE and resources used, please do not hesitate to make an appointment to see me.

Yours sincerely,

Miss Watson  
(PSHE lead)