



# Short Heath Federation Sex and Relationships Education Policy (SRE)

<b>Date Adopted</b>	<b>September 2017</b>
<b>Headteacher Signature</b>	
<b>Chair of Governors Signature</b>	
<b>Date for Review</b>	<b>Sept 2018</b>



## **Sex and Relationship Education (SRE) Policy**

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## **Section 1 – The Context of Our Sex and Relationships Education Policy**

### **a) Our Shared Beliefs about SRE**

In our federation, we believe:

- SRE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.
- SRE is most effective when provided in the wider context of social and emotional development.
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision making.

### **b) Entitlements**

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

**Children** are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets the individual needs
- A well-planned, well-delivered SRE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their SRE programme.

**Adults working with children** are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of SRE
- Contribute their views and ideas in support of the development of SRE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

**Parents, carers and other adults in the community** are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when SRE is taught
- Understand their rights and responsibilities in relation to SRE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.



### c) The Wider Agenda

SRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our SRE Policy contributes to meeting local and national priorities as described in strategies such as:

- *Every Child Matters*
- *Sexual Health Strategies*
- *Looked After Children*
- *Children and Young People's Plan*
- *HIV and Sexual Health Strategy*
- *Safeguarding and Child Protection*

## **Section 2 –Our Sex and Relationships Education Policy**

### a) Introduction

Our work in SRE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood. Other school policies are relevant to our provision of SRE: Safeguarding and, Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality, Staff Health and Wellbeing.

This SRE Policy will be made available to staff on the school network and on the school website. This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000). Our Policy reflects the view of SRE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010) that children need high quality SRE, so they can make wise and informed choices. Our Policy also reflects recommendations from OFSTED and the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: continuing work within the Primary Personal Development Programme, developing as a health promoting school. Our SRE policy is the responsibility of the governing body and has been developed by the PSHE/Science Leaders with the support of the Head of School and reviewed by governors. It was discussed and ratified by the school governors in autumn 2017.



### b) Our Aims for SRE

All adults will work towards achieving these aims for SRE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- value, care for and respect their bodies
- access additional advice and support.

### c) Delivering Our SRE Curriculum

Our Curriculum for SRE (see section 4) describes the elements which will be taught.

The Curriculum is wholly consistent with the National Curriculum (2014), DfE and OFSTED guidance. It also reflects best practice described by the Sex Education Forum. Elements of our SRE curriculum are all part of the compulsory National Curriculum for Science. We consider SRE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of SRE.

The objectives of the SRE Curriculum will be taught in:

- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly programme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on SRE are planned into our teaching programme every other year (as described in our Science SOW). Specific content on Puberty will be taught in Year 5 and revisited in Year 6 in addition to a SRE unit of work each year. We understand that at times children will benefit from varying methods of delivering the SRE curriculum. For example, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

### d) Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by class teachers.



- Those delivering SRE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the Head of School and PSHE Leader.
- The PSHE/Science Leaders are responsible for reviewing and evaluating SRE at our school. They will report to the Head of School in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for SRE' by the PSHE Leader who will, with support, provide lesson plans and activities for colleagues and plan INSET to meet staff needs.
- Governors hold responsibility for the SRE Policy and will be assisted in monitoring its implementation by the PSHE/Science Leaders, Head of School and Executive Headteacher.

#### e) Teaching Methodologies

**Ground Rules:** SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

**Answering Questions:** We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle, we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE/Science Leaders. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with federation policy.

**Distancing Techniques:** In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

#### f) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to SRE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering SRE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. In order to ensure the SRE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.



- We will not ask children to represent the views of a religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our SRE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

#### g) Resources

We will primarily use Snap Science resources when planning and delivering the Science Curriculum for elements of SRE. We will avoid a 'resource-led' approach to delivering SRE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. NHS Nurse led workshops also make a significant contribution to our planned SRE work.

We will select resources which:

- are consistent with the Curriculum for SRE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for SRE.

Key texts and resources we will use for SRE are:

Channel 4 - Living & Growing series <https://shop.channel4learning.com/?page=shop&pid=26651>

BBC Active. SRE 9-11 (Interactive Whiteboard programme)

<http://www.pearsonschoolsandcolleges.co.uk/Primary/ArtsandHumanities/PSHE/BBCActiveWhiteboardActivePSHE/ISBN/InteractiveCD-ROMs/SexandRelationshipEducationNewEditionAges1012.aspx>

SENSE DVD "Making sense of growing up and keeping safe"

[http://www.sensecds.com/SENSE/2\\_sensegrow.htm](http://www.sensecds.com/SENSE/2_sensegrow.htm)

Life Support Productions DVD <http://www.lifesupportproductions.co.uk/>

FPA – Growing up with Yasmine and Tom <http://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>

Bounty DVD <http://www.uniview.co.uk/cgi-bin/ss000001.pl?page=search&SS=bounty&PR=-1&TB=A>

4Boys4Girls resource leaflet



#### h) Use of Visitors to Support SRE

We believe that SRE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DRB checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

#### i) Confidentiality

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has Significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

#### **i) 1) Safeguarding and Child Protection**

We recognise that because effective SRE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

#### **i) 2) Sexually Active Pupils**

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue.



The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

#### j) Staff Training

Teaching SRE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for SRE. We will also encourage the sharing of good practice. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors.

#### k) Role of Governors

This Policy describes the governors' views on how SRE will be delivered in addition to requirements of the National Curriculum. It is the responsibility of the governors to ensure, through consultation, that the SRE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents. In order to facilitate this process, the SRE Policy will appear every two years on the agenda of a governors' meeting.

#### l) Pupil Participation

We will involve children in the evaluation and development of their SRE in ways appropriate to their age.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/postcode area.
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through Pupil Leaders) about their perception of the strengths of our SRE programme and the areas to be further developed.
- Working with Parents/Carers and our School Community.

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about SRE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- Informing parents and carers by letter or leaflet of forthcoming SRE topics.
- Inviting parents to learn more about resources and activities used in SRE.
- Gathering parents' views on the SRE Policy and taking these into account when it is being reviewed.
- Informing parents and carers about the SRE programme as their child joins the school through the school prospectus.
- Providing supportive information about parents' role in SRE.
- Inviting parents to discuss their views and concerns about SRE on an informal basis.



Parents and carers will be given access to this Policy on request.

Parents and carers have the right to withdraw their children only from all or part of those elements of SRE which are not included in the statutory national curriculum Programmes of Study for Science. Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Class Teacher to discuss the matter. The Appendix will be used to guide the discussion to explain clearly which areas of SRE are statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from [www.education.gov.uk](http://www.education.gov.uk).) Parents or carers will be asked to reconfirm their decision to withdraw each time SRE is planned for their child's class/year group.

#### n) Monitoring, Evaluating and Reviewing Our SRE Policy

Monitoring and evaluation of the Policy is the responsibility of the governing body.

Information will be gathered from the Executive Headteacher, Head of School, the PSHE Leader and parents to inform judgements about effectiveness. We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for SRE' (2c).

- We will reflect on our contribution to the provision of the Entitlements for SRE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality SRE for our children.

The Policy will be formally reviewed every two years.

#### o) Glossary and Language

**Abortion:** the expulsion of a foetus from the womb. This may be spontaneous (miscarriage), but is most commonly used to describe a process where expulsion is induced.

**AIDS:** Acquired Immune Deficiency Syndrome

**Community:** All people who live, work or in some other way impact on the lives of children in the area in which they live.

**DfE Department for Education** (previously known as DCFS: Department for Children, Families and Schools, DfES: Department for Education and Skills and DfEE Department for Education and Employment).

**HIV:** Human Immunodeficiency Virus, the virus which causes AIDS.

**Leader:** The lead member of staff in school for a particular area of work.

**PSHE:** Personal, Social and Health Education.

**School:** Any educational establishment.

**SRE:** Sex and Relationships Education.

**STI:** Sexually Transmitted Infection.

**Visitor:** Someone who is not a member of school staff, who contributes to the planned provision of SRE or offers another service, such as giving advice or support.

A visitor may be a member of another organisation (e.g. health professional, youth worker) or an individual (e.g. parent with a new baby).

Pupils will be taught the anatomical terms for genitalia and sexual body parts (for example vagina, breasts, penis, testicles). Slang or everyday terms used in certain social circles will be discussed; this will surround



discussion about what is and is not acceptable language to use. Parents will be alerted as to when anatomical terms are likely to be used in class. However, the school might need to use the terms at other times, such as when dealing with incidents of misuse or disrespectful language. We will consider how pupils who are new to English will be supported in accessing and understanding the language used in SRE lessons.

Year introduced	Agreed vocabulary
3	baby, egg, toddler, child, teenager, adult, pregnant, pregnancy, birth, family, marriage
4	emotion, hygiene, feelings, mature, immature
5	puberty, conception, penis, vagina, ovary, ovum, disease, cells, womb, uterus, love, relationship, caring, loving, erection, menstruation, period, testicles, sperm, wet dream, foetus, support, consent, sexual, asexual, reproduction
6	fallopian tube, vulva, labia, clitoris, cervix, oestrogen, foreskin, scrotum, epididymis, sperm ducts, prostate gland, urethra, ejaculation, testosterone, sexual intercourse, penetration, make love, pleasure, zygote, embryo, umbilical cord, amniotic fluid, placenta, amniotic sac, contractions, Infection, heterosexual, gay, transgender, lesbian, bisexual, homophobic, transphobic, biphobic, Homophobia, transphobia, biphobia

### **Section 3 – Sensitive Issues**

#### **a) Puberty**

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

#### **b) Contraception**

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '2e Answering Children's SRE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand responsibilities of adult life.



We have also decided to address this issue directly in very broad terms as part of the taught SRE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception. There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated person for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals.

### c) Abortion

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

### d) Sexually Transmitted Infections (STI's) and HIV/AIDS

We will not teach directly about STI's; however, we will respond sensitively to questions posed by children. Teachers will use their professional judgement and guidance available to ensure their responses are factually correct and appropriate to the age of the child. Teachers will also acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

### e) Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, gender identity including transgender identity. We acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter example of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Behaviour Policy which explicitly refers to homophobic bullying.

## **Section 3 – The Entitlement Curriculum for SRE**

Sex and relationship education (SRE) is an important part of PSHE education; when any school provides SRE they must have regard to the Secretary of State's guidance; this is a statutory duty.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)

### **Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders, (Ref: DFE-00182-2013) parents do not have the right to withdraw their child/children.



### **Foundation Stage and Key Stage 1 (Year 1/2) Age 3-5 Science Curriculum**

- find out about and identify some features of living things, objects and events they observe Knowledge (PSHE) Skills (PSHE) Attitudes (PSHE)
- the ways adults care for children
- basic hygiene routines, including toileting and washing
- dress and undress independently and manage their own personal hygiene
- describe their own appearance, including body parts
- value their body, physical achievements and capabilities
- have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others
- some ways of being a good friend
- recognise the importance of keeping healthy and those things which contribute to this
- respond to a range of experiences, showing a range of feelings when appropriate
- be able to identify when and how to say 'no' and 'stop'

### **Age 5-7 Science Curriculum**

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- recognize and compare the main external parts of the bodies of humans
- recognize similarities and differences between themselves and others and treat others with sensitivity

Knowledge (PSHE) Skills (PSHE) Attitudes (PSHE)

- how some diseases are spread and how to control them
- about the process of growing from young to old and how people's needs change
- the names of the main external parts of the body, including agreed names for sexual parts • understand they have rights over their own body
- recognize their responsibilities and how these have changed
- follow basic rules for keeping themselves safe and healthy
- value their own body and recognise its capabilities and uniqueness
- how families are special for caring and sharing
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- recognize similarities between themselves and their peers
- why families are special and how they care for each other

### **Key Stage 2 (Year 3/4) Age 7-9 Science Curriculum**

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle

Knowledge (PSHE) Skills (PSHE) Attitudes (PSHE)

- name the main external parts of the human body, including scientific names for sexual parts



- understand the physical differences between males and females
- understand how their responsibilities will change in the future
- carry out regular personal hygiene routines
- who has responsibility for their personal hygiene and who will have responsibility in the future
- the responsibilities parents have for babies
- perceptions of being 'grown up'
- consider ways they affect and are affected by their special people
- be able to listen to and support their friends and manage friendship problems
- be able to recognize unwanted physical contact and ways of stopping it and getting help
- be aware of other people's lifestyles and beliefs
- personal responsibility for personal safety and behaviour

### **Key Stage 2 (Year 5/6) Age 9-11 Science Curriculum**

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle

#### Knowledge (PSHE) Skills (PSHE) Attitudes (PSHE)

- that bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread
- about the physical changes that take place at puberty, why they happen and how to manage them
- understand that physical changes take place at different rates for different people
- Know the facts of the human lifecycle, including sexual intercourse
- recognize their changing emotions with friends and family and be able to express their feelings positively
- recognize and challenge stereotypes, for example in relation to gender
- recognize the pressure of unwanted physical contact, and know ways of resisting it
- the diversity of lifestyles
- others' points of view, including their parents' or carers
- the need for trust and love in established relationships.
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together
- the many relationships in which they are involved
- where individual families and groups can find help
- about keeping themselves safe when involved with risky activities
- understand how self-confidence and assertiveness can help them keep themselves safe
- what makes a healthy lifestyle, what affects mental health and how to make informed choices
- respect other people's viewpoints and beliefs
- 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
- see things from other people's viewpoints, for example their parents and their carers
- listen to, support their friends and manage friendship problems
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- value themselves and identify positive things about themselves



## **Monitoring and Evaluation**

Monitoring is the responsibility of the Executive Headteacher/Head of School, named governor and teacher with responsibility for sex and relationship education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

## **APPENDIX 1**

Local and national websites

Healthy relationships, sexual consent, exploitation and abuse:

Information about FGM can be found at: [www.forwarduk.org.uk](http://www.forwarduk.org.uk)

Good practice examples and guidance on consent: [www.pshe-association.org.uk/consent](http://www.pshe-association.org.uk/consent)

CPS guidance on the Statutory Definition of Consent, and the CPS Sexual Offences Factsheet:

[http://www.cps.gov.uk/news/fact\\_sheets/sexual\\_offences/](http://www.cps.gov.uk/news/fact_sheets/sexual_offences/)

Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk/>

Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at:

[www.ceop.police.uk](http://www.ceop.police.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Addressing healthy relationships and sexual exploitation within PSHE in schools:

[http://www.sexeducationforum.org.uk/media/3101/pshe\\_ff37.pdf](http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf)

e-magazine to help teachers teach about consent, available free to Sex Ed Forum members:

<http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>

Brook has produced a Traffic Light Tool to help professionals assess whether children's sexual behaviours are healthy or unhealthy: [www.brook.org.uk/traffic-lights](http://www.brook.org.uk/traffic-lights)

Ask Brook about relationships, safety and risks, available at: [www.brook.org.uk/shop](http://www.brook.org.uk/shop)

Violence within relationships:

The Against Violence and Abuse Project provides further information, advice and guidance:

[www.avaproject.org.uk](http://www.avaproject.org.uk)

Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse:

[www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

Teaching about pornography:

Growing Up Safe, from Big Talk Education, for primary schools:

<http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

Teaching about sexting:

The NSPCC has produced resources to make it easier for children to get help about sexting:

<http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>



Big Talk has produced resources to help primary school teachers discuss a range of difficult issues – including sexting and explicit images – with children: <http://www.bigtalkeducation.co.uk/resourcesfor-primaries.html>

CEOP (Child Exploitation and Online Protection) has developed [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) which contains several resources exploring the risks children face online, including two films that address sexting issues: Exposed and First to a Million.

Brook has produced a leaflet for young people called Ask Brook about relationships, safety and risk, which addresses on and offline safety and is supported by CEOP: <http://www.brook.org.uk/shop>

Inclusive SRE:

Stonewall has produced a series of packs and information for schools. Details are available at: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Brook has produced packs to help those who work with diverse groups of children, available at: [www.brook.org.uk/shop](http://www.brook.org.uk/shop) including: The Sex Education Forum has produced a factsheet on SRE for children with learning difficulties: [http://www.sexeducationforum.org.uk/media/6153/sre\\_and\\_young\\_children.pdf](http://www.sexeducationforum.org.uk/media/6153/sre_and_young_children.pdf)

Local sources of support:

[www.schoolwellbeing.co.uk](http://www.schoolwellbeing.co.uk)

[www.healthyschools.org.uk](http://www.healthyschools.org.uk)

<http://mesmac.co.uk/>

<https://www.mindmate.org.uk/>

National sources of support:

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx>

<https://www.brook.org.uk/> <http://www.fpa.org.uk/> <http://www.sexeducationforum.org.uk/>

<https://www.pshe-association.org.uk/> <http://www.stonewall.org.uk/> <http://www.bodysense.org.uk/>

[www.riseabove.org.uk](http://www.riseabove.org.uk) <http://www.nat.org.uk/> <https://www.womensaid.org.uk/>

<https://www.nspcc.org.uk/> <https://www.childline.org.uk>

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Education Act (2002) Crown copyright. <http://www.legislation.gov.uk/ukpga/2002/32/contents>

Education and Inspections Act (2006), Section 38, Crown copyright

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

Equality Act (2010) Crown copyright. <http://www.legislation.gov.uk/ukpga/2010/15/contents>

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## **APPENDIX 2**

Dear .....,

Our PSHE & SRE Programme in Year ...



We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) curriculum. This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world. The aim of the PSHE curriculum is to help our pupils make safe and informed decisions during their school years and beyond.

Sex and Relationship Education (SRE) is an important part of the PSHE curriculum. We will be teaching lessons about SRE in the summer term which will include topics such as (puberty; relationships and communication skills; body image; sexting and social media).

During the term, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

Some parts of SRE are compulsory - these are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of SRE if they wish to do so. However, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other children outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons. Many parents and parent-related organisations support good quality SRE in school. Parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting me at school. All materials used are available for you to browse through should you so wish.

Yours sincerely,

Head of School

### **Appendix 3**

Dear Parents/Carers,

#### **E-safety and sexting: What Parents Need to Know**

In school, we work hard to address the issue of staying safe online with all our pupils in helping them to understand the dangers associated with the internet and mobile phones, so they can make the right choices and be safe, in a language they will understand.



Recently, it was reported that a campaign has been launched to give youngsters and their parents advice about sexting. Sexting has been defined as the 'exchange of sexual messages or images' and 'creating, sharing and forwarding sexually suggestive nude or nearly nude images'; it is also referred to as 'nude selfies'. The National Crime Agency (NCA) has reported that child protection officers are investigating an average of one case of sexting per day. A recent NSPCC/Childline poll showed that 6 out of 10 children have been asked for sexual images or videos. A major concern is that a lot of children see the sending of nude or explicit images of themselves on social media as 'normal' and fail to understand the implications of sending these images. In British law, it is illegal and a serious criminal offence to take, hold or share 'indecent' photos of anyone aged under 18.

During our Computing sessions I will be talking about cyber-bullying, self-esteem and peer pressure which will include conversations around what sexting is. If you would rather your child does not take part in the session that discusses sexting, then please return the slip at the bottom of this letter. I would however recommend that you take the time to talk through these issues with your child when you feel it is appropriate.

If you have any concerns and wish to talk things over with us, please contact your child's class teacher or me.

Yours sincerely,

Head of School

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Y6 e-safety sessions - Spring

I would rather talk to my child at home about the issues of sexting.

Child's name \_\_\_\_\_ Class \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_

SHORT HEATH FEDERATION