



SEX AND RELATIONSHIPS EDUCATION POLICY

Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people.

Sex and Relationship Education Guidance, (DfEE 0116/2000)

All schools must have an up to date policy, which is made available for inspection and to parents. Ofsted is statutorily required... to evaluate and report on the spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on a school's sex and relationship education policy.

Sex and Relationship Education Guidance (DfES 0116 / 2000.)

Rationale

The following provides some of the research that supports the need for SRE in schools. Further information can be found on **p58-59** *Sex and Relationship Education: Guidance for Schools*, 2003, PSHE & Healthy Schools Advisory Team:

- Young people state that their sex education is too little, too late and too biological.
- Although parents would like to talk to their children about sex and relationships, they may lack confidence and want schools to help them.
- Young people may believe that their parents should be their main source of information about sexual matters. In practice they are more likely to turn to friends. This environment may provide inaccuracies, confusions and be unsupportive.
- The widespread media coverage of subjects such as AIDS, sexual scandals and sexual abuse mean that even very young children are likely to have been exposed to information about sexual matters. Much of the information young children acquire in this way is confusing or incorrect and sometimes frightening. Sensitive appropriate and reliable sex and relationship education at an early age has an important role in counteracting misinformation.
- Young people are becoming sexually active earlier than previous generations. The average age for first sex is now 16.
- The United Kingdom has the highest teenage pregnancy rate among 15-19 year olds in Western Europe. For some young people who have been disadvantaged in childhood and have low expectations of education and the job market, they see no reason not to get pregnant.
- SRE can make a positive contribution to children and young people's personal and social development and the development of positive self-esteem.
- Sex and relationship education contributes to promoting the spiritual, moral, cultural, mental and physical development of young people and prepares them for the '*opportunities, responsibilities and experiences of adult life*', *Sex and Relationship Education Guidance*, (DfEE 0116/2000)

References:

- Teenage Pregnancy, The Social Exclusion Unit (020) 7276 2055
- Sex and Relationship Education Guidance, DFES 0116 / 2000.
- Using effectiveness research to guide the development of school sex education.
- BMA Foundation for AIDS; Health Education Authority; Sex Education Forum.

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Philosophy and Purpose

Sex and relationship education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Sex and relationship education should empower young people, build self-esteem, offer a positive and open view of sex and sexuality and support sexual self and mutual acceptance and respect.

SRE is firmly rooted in our school's Personal, Social and Health Education (PSHE) and Citizenship Framework and is also delivered as part of other curriculum areas such as Science and RE. The Social and Emotional Aspects of Learning (SEAL) resource further compliments SRE by helping children to understand and manage feelings and develop positive friendships and relationships. This policy links with other school policies such as the anti-bullying policy, the equal opportunities policy and health and safety policy.

2. Aims and objectives of sex and relationship education

SRE supports and promotes our pupils' *'spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.'*

Section 351 of the Education Reform Act 1996, the two broad aims for the school curriculum.

At St Peter's Sex and Relationship Education (SRE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of SRE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils.

Our mission statement

We aim to develop in our pupils an understanding of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach SRE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to year 6.

The sex and relationship education curriculum will be concerned with:

- ✓ the discussion of attitudes and values
- ✓ the development of a range of personal and social skills
- ✓ the provision of factual information and the development of the understanding of it
- ✓ protective behaviour

The objectives for sex and relationship education should match the age and maturity of the pupils involved. For KS1 and KS2 our objectives include:

Attitudes and Values

- ✓ to learn the value of respect, love and care
- ✓ to learn to value and respect ourselves and others
- ✓ to develop an understanding and valuing of diversity
- ✓ to promote a positive attitude to healthy lifestyle and keeping safe
- ✓ to developing an understanding of the value of family life and an appreciation of the many different types of family

Personal and Social Skills

- ✓ to learn how to identify and manage emotions confidently and sensitively
- ✓ to develop self-respect and empathy for others
- ✓ to develop communication skills with peers, school and family
- ✓ to learn how to assess risk and to develop strategies for keeping safe
- ✓ to develop the ability to give and secure help

Knowledge and Understanding

- ✓ to recognise and name the main external parts of the body including agreed names for sexual parts
- ✓ to know the basic rules for keeping themselves safe and healthy
- ✓ to know about human life processes such as conception, birth and puberty
- ✓ to develop an understanding of the physical and emotional aspects of puberty
- ✓ to learn that safe routines can stop the spread of viruses such as HIV
- ✓ to develop an understanding of difference and an understanding of the negative impact of prejudice
- ✓ to know who can provide help and support

3. The sex and relationship education curriculum

SRE is firmly rooted in our school's Personal, Social and Health Education (PSHE) and Citizenship curriculum framework and is delivered through four interrelated strands:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy safer lifestyle.
4. Developing good relationships and respecting the differences between people.

The sex and relationships education programme is also delivered through resources that support the development of pupils' Social and Emotional Aspects of Learning:

- Self-awareness
- Managing Feelings
- Social Skills
- Empathy
- Motivation

The SRE programme also includes elements of the statutory science curriculum, particularly in Year 5. Parents / carers are not able to withdraw their children from National Curriculum science.

Year 5 programme of study

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- 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.

Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They 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. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. 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.

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

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.

The organisation of sex and relationship education

Co-ordination

The PSHE Co-ordinator in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for SRE. She may lead, organise or inform staff and the wider school community of training and current issues.

The PSHE Co-ordinator will liaise with external support agencies, (e.g. PSHE Advisory team, School Nurse) to encourage consistency and understanding in the school's SRE programme when appropriate.

Teaching

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver SRE. Therefore, it is our aim that all teachers will be able to deliver SRE in their class with support and training. Support staff and Teaching Assistants will receive training so they can work with class teachers effectively. No member of staff will be forced to teach SRE if they are not confident in doing so. The PSHE Co-ordinator will offer support and ensure the delivery of the SRE programme.

Parents will be kept informed at all times and permission obtained as per the sample letter annexed to this policy.

Role of Governors

The governors have been consulted on this policy and have ratified it. The governor for PSHE supports the PSHE co-ordinator in monitoring the implementation of this policy.

Training and Development Needs

We will provide appropriate training for all staff and governors whenever necessary.

Visitors

We welcome the support of visitors offering specialist support and links with the community. The school nurse, other health professionals and other specialist groups, may be involved at different stages of the programme.

Visitor sessions always complement the existing SRE provision and never replace or substitute teacher-led curriculum provision.

Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning, form and content of the input they intend to provide. Visitors will only provide input alongside teaching staff; the teacher will always be present and be responsible for classroom management.

Visitors delivering SRE in a classroom setting need to follow the guidelines on confidentiality (as set out below) and work within the school's framework and SRE programme. On a one-to-one basis school nurses, doctors and local counselling services can offer confidentiality with their own professional guidelines. Where appropriate, pupils will be given the opportunity to ask questions and seek information confidentially.

Curriculum delivery

Curriculum planning for SRE is part of the whole school planning process for PSHE and Citizenship and is informed by the National Curriculum for Science.

The content of the SRE programme will be delivered in a variety of ways:

- ✓ **Designated SRE curriculum times**, which provides focused opportunities for raising specific issues in a safe and structured session.

- ✓ **Cross-curricular links:** when appropriate SRE, will also be delivered in SEAL, Science, RE, Humanities and Literacy.
- ✓ **Circle-time**, planned to support the delivery of PSHE and SEAL, may also be used to cover some of the SRE programme.
- ✓ There may be other opportunities such as assemblies or ‘health days’ to cover the content or develop the skills involved in the SRE programme, but these **one off events** will always be part of the planned programme.

Appropriate arrangements will be made for pupils who are withdrawn from SRE. For example, they will be able to participate in a lesson in another class.

Delivering the sex and relationship education curriculum

Teaching and learning methodology

Teachers and staff will use a range of strategies to deliver SRE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil’s confidence in talking, listening and thinking about sex and relationships.

These techniques, include:

- ✓ Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe environment.
- ✓ Using ‘distancing’ techniques. (i.e. use of puppets)
- ✓ Knowing how to deal with unexpected questions or comments from pupils.
- ✓ Encouraging reflection.
- ✓ Tailoring content and delivery to meet the needs of vulnerable and SEN pupils.

Resources

All resources are selected to ensure that they are consistent with the schools ethos and values and support the SRE aims and objectives. Care is taken to ensure resources comply with the school’s equal opportunities policy.

Some of the books are available to pupils and parents in the library. The materials are available for parents/carers to view on request to the PSHE Co-ordinator or class teacher. Resources are also available on SRE parent and governor consultation sessions and when the policy is reviewed.

Differentiation and Entitlement for All

In our school, we are committed to working towards equality of opportunity in all aspects of school life as described in our Equal Opportunities Policy and Race Equality Policy. We will make sure that our SRE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children in the planning and delivery of our programme.

Special Educational Needs and learning difficulties

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in SRE. We will, for example use differentiated materials. **(See Appendix A)**

Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to

develop skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

Mixed and single gender groups and gender issues

Generally SRE will be taught in mixed groups so that boys and girls are encouraged to work with each other. We will explore gender stereotyping in mixed classes and try to explore attitudes with pupils that contribute to teasing and bullying when a girl or boy is perceived not to fit in with the gender norm. It is important that both boys and girls know about the experience of puberty for the opposite gender. However there will be planned opportunities for single gender sessions. These may help explore gender specific issues such as management of periods and puberty or what is good/bad about being a boy/girl before discussing the issues with the opposite sex. Single gender sessions will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions.

Boys in the past may have felt left out of SRE if it had a narrow reproductive focus, the objectives of our SRE programme should encourage them to be included, able to participate and begin to explore issues around male identity. We will also endeavour to provide male role models in the delivery of our SRE programme e.g. have a male teacher facilitate some of the single gender sessions.

Very occasionally we may get a child in our school who appears to have an issue with their Gender Identity. For example a biologically born boy who insists they are a girl or vice versa. Gender identity issues in infancy, childhood and adolescence are complex and have varied causes: in the majority of cases the eventual outcome will be homosexuality or bisexuality, but often there will be a heterosexual outcome as some gender issues can be caused by a bereavement, a dysfunctional family life, or (rarely) by abuse. Only a small proportion of cases will result in a transsexual outcome. Whatever the cause, a child with a gender identity problem may be unhappy, and their family will suffer as a result. If we do have such a child in our school we will do our best to accept them unconditionally for the person they are, show a genuine interest in them and protect them from any nastiness or bullying, and offer suitable friendship. We will liaise closely with the family and seek outside support if necessary.

Sexual Orientation

Many different types of family will be represented in our school and we will ensure that the SRE programme is sensitive to these; including families with lesbian, gay, bisexual or transgender parents. When delivering the curriculum we strive not to make assumptions about the future sexual orientation of pupils or their family members. It is possible that some pupils may question their sexual orientation from an early age.

As stated in our anti-bullying policy we will challenge all homophobic bullying and language including the misuse of the word 'gay'. We will explain to all children what the word 'gay' means and that it is not be used to describe objects as rubbish or bully others.

Religion and Ethnicity (Appendix B)

At St Peter's we seek to recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity. In line with our Race Equality Policy, we will explore

assumptions about different cultural beliefs and values and encourage activities, which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

We accept that pupils and adults in our school may hold very different religious and cultural beliefs about SRE. We will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our SRE policy and programme.

Whilst we will always try to work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from SRE outside National Curriculum Science.

Consultation with Pupils

A key aspect in employing effective teaching and learning strategies is the involvement of our pupils in their learning. We provide opportunities for them to evaluate the resources and also the teaching methods they preferred, were most comfortable with and best met their needs. **(See Appendix A)**

Recording and Assessment (Appendix A)

A range of assessment strategies are used in PSHE:

- teachers carry out short observations in circle times and other PSHE sessions
- photographs and videos of children's learning and activities
- annotated plans

Elements of SRE that occur in the science curriculum will be assessed, through recorded work and national tests, to establish levels of knowledge and understanding.

Monitoring and Evaluation of the SRE Curriculum

Teachers and pupils will evaluate the lessons to aid future planning. Monitoring takes place through liaison between the PSHE Co-ordinator and class teachers. Opportunities for the PSHE Co-ordinator to observe SRE teaching are in place.

Liaison with partner schools (Appendix A)

In order to *promote 'lifelong learning about physical, moral and emotional development'* (DfEE) it is important that our secondary schools are aware of the sex and relationship education delivered in our school so that they can reinforce and build on the work we have done. We make use of existing structures to communicate information about SRE to secondary schools.

Specific Issues (Appendix C)

We recognise that some aspects of SRE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community; however personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHE Co-ordinator, the senior management team / outside agencies and the school nurse.

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward age and maturity appropriate way. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected.

Dealing with questions

Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation.

Suggestions for responding to questions:

- If a question is of a personal nature, remind the pupil of the ground rule: 'no one has to answer personal questions'.
- Question boxes will be used, when appropriate to collect questions. The teacher will read these questions and decide on appropriate responses before answering them in class.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- The teacher could respond to a question by checking out what the pupil already knows, why they asked the question or by asking for further clarification.
- Colleagues or the PSHE Co-ordinator can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parents/carers.
- Lengthy or complicated responses are not usually necessary; a simple and concrete piece of information offers clarity and may avoid confusion.
- Recognise different views are held, for example, about contraception.
- Place within the context of the schools SRE curriculum past and in the future. "At the moment we are looking at 'X', in year 4 you will look at 'Y' in more detail".
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis.
- If a pupil needs further support, s/he could be referred to the school nurse, school counsellor, a helpline or outside agency.
- If you have concerns about sexual abuse, follow the school's child protection procedures.

6. Confidentiality

Our school is committed to acting in the best interest of all the individuals within the school community. Sex and relationship education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all SRE lessons. Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

Teachers and support staff are aware that teaching sex and relationships education can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures, local guidance and the DfEE's document (section 1): Keeping children safe in education - Statutory guidance for schools and colleges March 2015. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

7. Liaison with Parents and Carers (Appendices D&E)

Our school would like to share responsibility with parents and carers in the delivery of sex and relationship education. We are confident that good communication and sharing our philosophy, aims and purpose of SRE will enable parents/carers to support our SRE programme.

We may use a questionnaire to consult with parents and carers about their thoughts, attitudes and needs concerning sex and relationship education and whether they have any religious or cultural beliefs they would like us to take into account. The questionnaire will be translated, if appropriate. We will use the school newsletter to inform parents and carers of the content of the SRE programme, their right to withdraw (see below) and to invite all parents and carers to a workshop style meeting. In this meeting parents and carers will be given opportunities to; discuss their own experiences of sex and relationship education, explore their attitudes, view the policy, the scheme of work and corresponding resources, ask questions and be informed of their right to withdraw. We will also give parents / carers the option of discussing any concerns with their class teacher or PSHE Co-ordinator. Parent and carers will be given opportunities to view videos used in the sex and relationship education programme outside the workshop meetings. When appropriate children's work will be sent home to be shared and discussed with the family.

On occasions, parents with babies may be invited into the school as part of the sex and relationship education programme. (See section on Visitors)

We will also do our best to 'support parents in talking to their children about sex and relationship education'. We will provide parents with the FPA leaflet 'Talking to your child about sex'.

Parents and carers have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory Science National Curriculum. Parents and carers who wish to exercise this right should talk with the class teacher or the PSHE co-ordinator or the head teacher. The issue of withdrawal will be handled, as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

8. Health and Safety

Please refer to health and safety policy. It is important to remember that there are HIV infected and affected children and young people and staff attending and working in schools in Brighton and Hove and East Sussex and we need to recognise that there is no legal obligation for this school to be told of the HIV status of any of our pupils, staff or parents. Consequently, we need to have good health and safety procedures securely in place.

9. Implementation of Policy

This policy, including the supporting guidance will be implemented and delivered by all staff.

A reference to this policy is made in the school prospectus.

The opportunity for parents to attend workshop style meetings to support the implementation of this policy has been outlined in the section on 'Consultation with Parents and Carers.'

The full policy, including Supporting Guidance and Scheme of Work is available on request to parents / carers and governors from the PSHE Co-ordinator and Head teacher.

10. Policy development process, monitoring and review

A review and monitoring of this policy will be the responsibility of the PSHE Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Classroom observation in line with other curriculum areas.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.
- Release time for the Co-ordinator to enable her to carry out the above.

Governors in liaison with class teachers have the opportunity to observe SRE sessions. The PSHE Co-ordinator is available to discuss the SRE programme with them informally. She will report formally to the governors as requested.

Appendix A: Teaching and Learning

Ground rules

Some examples of SRE ground rules. It is a good idea to try and have no more than five, as any more will prove difficult to remember and uphold.

- ✓ Be kind to each other...therefore no put downs
- ✓ No personal questions
- ✓ Listen to each other
- ✓ Be honest...therefore say what you feel and believe and not what you think you should say, e.g. for the teacher or your friends
- ✓ Have fun
- ✓ Join in if you can... therefore you can pass
- ✓ Keep confidentiality
- ✓ Use words we all feel comfortable with

Active learning strategies

The following active learning strategies encourage pupils to practise skills, use their knowledge and understanding, explore and exchange views:

- ✓ Discussion & sharing ideas
- ✓ Listening exercises
- ✓ Case studies and scenarios
- ✓ Trigger drawings, story boards, photographs as a basis for problem-solving
- ✓ Role-play and discussion
- ✓ Videos and films
- ✓ Using puppets
- ✓ Questionnaires and quizzes
- ✓ Story telling
- ✓ Attitude grids

Differentiated teaching

Differentiated teaching is one way of meeting the needs of all pupils. Differentiated teaching will be achieved in a number of ways:

- ✓ Tasks designed to enable each pupil to achieve at their own level.
- ✓ Extension activities for those who have achieved the first tasks to be given an opportunity to develop their understanding.
- ✓ Teaching Assistants or school nurse can work alongside the teacher to support those who are struggling with the work.
- ✓ The use of different resources according to ability.
- ✓ Grouping by ability such as mixed ability groups or same level ability groups depending on the task set.
- ✓ Active tasks, which do not always involve reading, writing or verbal skills.

Consultation with pupils

Such as through:

- ✚ Graffiti sheets, where pupils write their responses to a session.
- ✚ Question Boxes, pupils are given the opportunity to write down any questions or concerns they have and post them in a question box, which the teacher can open and consider first before responding to the pupils.
- ✚ Circle-time sessions, with the focus on evaluating a particular aspect of SRE.
- ✚ Devising and completing questionnaires.
- ✚ Using continuum lines, where pupils can respond to a question on an aspect of SRE by standing on an imaginary line of 1-10, e.g. how helpful did you find that session?
- ✚ Review the SRE programme through the school council.

Questions to ask in assessment

Some useful questions in assessment that teachers ask themselves and their pupils are:

- ✚ Skills - what have they learnt to do?
- ✚ Information - what do they now know?
- ✚ Attitudes and values – what do they think, feel, believe?
- ✚ Did all pupils, e.g. girls and boys engage equally with the activity?
- ✚ What do they need to learn next?

Liaison with partner schools

The PSHE co-ordinator will:

- ✚ ensure that the secondary school liaison teacher is aware of the content covered in SRE so that she can pass this information on
- ✚ ensure that the SRE curriculum is an aspect of transition/liaison meetings
- ✚ send the SRE scheme of work to PSHE co-ordinators in secondary schools
- ✚ request a copy of the year 7 PSHE scheme of work
- ✚ attend a PSHE co-ordinators cluster meeting that involves secondary and primary colleagues

Appendix B: Faith and religion

As stated in the policy it is important that a school's SRE programme values different faith, religious and secular perspectives. Furthermore, we need to create a safe framework in which parents and carers from faith communities and members of the wider community understand more about SRE, are able to discuss their views and beliefs and to feel involved with the process of developing SRE. One aspect of this would be for teachers to further develop knowledge of different faith perspectives on SRE. However, it is equally important that assumptions are not made about an individual or a family from a particular faith background as they may hold very different views. *Faith, Values and Sex Education*, Sex Education Forum 2002, has an excellent section on different faith perspectives. In East Sussex and Brighton and Hove, the LEA Travellers' services can provide information and resources on gypsy traveller views on SRE. The following may also be of help in developing understanding.

Religion and Contraception

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Baha'i Faith

'The Baha'i Faith began in Persia in the middle of the last century. Its founder, Baha'u'illah (meaning Glory of God) lived from 1817–1892, and is regarded by Baha'is as a messenger of God. His teachings centre on the unity of humankind and of religion, and include the harmony of religion and science, the equality of men and women, and the abolition of prejudice.

The bearing of children is regarded as one of the main reasons for the institution of marriage, but the details and extent of contraceptive practice are left to the conscience of the couple. Many Baha'is will not use methods that may work by preventing the implantation of a fertilised egg'.

Source: National Spiritual Assembly of the Baha'is of the United Kingdom. Information Office.

Members of the Baha'i faith as hospital patients: some notes for nurses, doctors, and health care workers.

Buddhism

'Buddhists are the arbiters of their own destiny. Cultural and other influences apart, they are free to act according to their own insights and understanding. They are, however taught to act responsibly and to take complete responsibility for the effects of these actions. In acting thus, they would be guided by certain personal undertakings. Foremost amongst these would be the undertaking to avoid intentional harm to any living (breathing) thing, cultivating as integral to this, genuine attitudes of loving kindness (metta) and compassion (karuna) with regard to them.

Birth control by means of contraception is not ordinarily a problem for Buddhists, as harm cannot by definition be done to a non-existent being. As Buddhism is open to personal interpretation, attitudes to this and other questions will vary depending on levels of education and understanding of the surrounding culture'.

Source: The Buddhist Society.

Catholicism

'For the past twenty years Roman Catholicism has been struggling with the tension between the traditional position of the central teaching authority of the church on population issues and various moves to change the doctrine. Pope Paul VI in the papal encyclical *Humanae Vitae* (1968) restated the traditional Catholic condemnation of artificial contraception stating that every conjugal act had to be open to the transmission of life. The same document encouraged the development and refinement of natural family planning methods acceptable to official church teaching. Population problems are

usually discussed within the context of economic and political development. The official view is challenged by a number of Catholic scholars who feel that it is right of individuals to follow their own conscience. In fact, a large number of Catholics in western societies practice all methods of contraception’.

Source: Roman Catholic Bishops’ Conference for Marriage and Family Life.

Christian Science

‘Members of the Church of Christ, Scientist, are not counselled in personal matters, and are therefore free to make their own decisions regarding family planning. However, the Christian Science text book Science and Health with key to the scriptures, by Mary Baker Eddy, has an entire chapter on marriage and describes its purpose as ‘the legal and moral provision for generation among humankind’. At the same time, great emphasis is placed on mutual respect and compassion, morality, spiritual growth, and the Biblical law of the Ten Commandments and the Sermon on the Mount.

Christian Scientists depend on prayer for healing, and not on medical aid. This means that they prefer to be free of drugs and all forms of medication, including the contraceptive pill. Freedom from sexual activity is not uncommon between couples wishing to progress spiritually or during pregnancy’.

Source: The First Church of Christ, Scientist.

Church of England

Contraception is acceptable to most in the Church of England, as long as it is mutually acceptable to both partners. It is generally agreed that parents have a responsibility to decide the number and spacing of their children, decisions based on the needs of existing children, prospects for maternal and child health and the particular social context. However, the Anglican tradition allows for a wide range of views, all of which are held sincerely and reached after much thought and prayer.

Source: General Synod of the Church of England. Board for Social Responsibility.

Church of Jesus Christ of Latter Day Saints (Mormons)

‘In planning a family, husbands must be considerate of the health and welfare of their wives. Married couple should seek inspiration from the Lord in meeting their marital challenges and rearing their children. Both male and female sterilisation should only be considered where medical conditions seriously jeopardise life or where a person is not judged mentally competent and not responsible for his or her actions. Even then, such an action should only be considered after the person has consulted with the Bishop and received divine confirmation, through prayer.

Source: The Church of Jesus Christ of Latter Day Saints. Health and Medical practices.

Hinduism

Hinduism is a way of life as well as a religion. The Orthodox Hindu worship is centred on the home, and the eldest member performs religious and ceremonial rites with all the family present. Hinduism is primarily in favour of reproduction (pro-natalist), with many Hindus believing that it is their duty to produce a son, since only sons can perform the funeral rites that enable a man’s soul to go to heaven. Sons are therefore needed to say prayers to ensure the survival in the next world. (a son is known as a ‘putra’ – he who saves from hell). Contraception is therefore not generally practised until after the birth of a son or sons when the parents feel confident that they are unlikely to die without a son. Hindus are also given to believe that ‘semen is the elixir of life’ and are advised to observe partial abstinence from sex, especially during religious festivals. Abortion is prohibited except where the life of the mother is in jeopardy.

Humanism

Humanism is not a religion but an ethical system of beliefs. Humanists base their morality on human responsibility for their own lives and concern for the quality of life of others. Great emphasis is placed on tolerance and open mindedness.

Humanists are strong advocates of family planning. They believe that the use of contraception is justified as it 'can prevent the misery of unwanted pregnancies and unwanted children and if it can avoid the damage to women's health often caused in the past by repeated pregnancies.

They do not share the view of some religions that the only purpose of sex is to have children, but regard it as an expression of love and a healthy enjoyable experience to be shared within a loving relationship. They are however aware that the sexual freedom that contraception has brought carries responsibilities with it. A lack of consideration for the feelings or health of another is considered immoral.

Text approved by the British Humanist Association.

Islam

Whilst pre-marital sex is prohibited, a sexual relationship is seen as an important and necessary part of married life, both for the purpose of having children and to ensure that the sexual needs of the couple are satisfied within a legitimate relationship. Contraception has been judged permissible in certain circumstances:

- To space childbearing thus promoting the health of all children in the family. For example to protect the health of an existing child who may not yet be weaned.
- Where there is fear for the physical and mental well-being of the mother.

Coitus interruptus, the withdrawal method, was practised by early Muslims with the tacit approval of the prophet Muhammad (peace be upon him.) Some Muslim jurists have inferred from this that other non-permanent methods such as condoms, cap, IUD, and oral contraceptives are also permissible.

Abortion is never permitted as a means of birth control. Allah tells us in the Qur'an:

Kill not your children for fear of want. We shall provide sustenance for them as well as for you. Verily the killing of them is a great sin.

Qur'an 17:31 YA

Vasectomy too is strictly forbidden. Although female sterilisation may be permissible, this is only when there is a medical opinion that the woman's life would be endangered or her mental health seriously affected by a pregnancy, which could not be prevented by other legitimate means.

Text approved by Dr S Darsh of the Islamic Shari'ah Council.

Jehovah's Witnesses

'Jehovah's Witnesses believe that family planning and contraception are matters for personal conscientious decision, with the exception that abortion and contraceptive methods which may work by preventing implantation of a fertilised egg are incompatible with their religious beliefs'.

Source: Watch Tower Bible and Tract Society of Pennsylvania.

Judaism

The sources in Jewish law state categorically that a man may not use any form of contraception. However, as any mention of females and contraception was omitted from the sources, most if not all use this omission to interpret that females may use contraception. However, for those that believe no 'physical impediment' may be used, even for females, oral contraception may constitute an exception as the pill does not interfere in any way with the natural act of intercourse and the male seed is not directly destroyed. Even the very religious, who may have many children, may seek and be given

permission from a Rabbi to space their children to preserve their own health, which is always of paramount importance. It is popular in the Jewish population for a couple to have at least one boy and one girl. However, if a woman's life would be at risk by becoming pregnant, even for the first time, she would be under no pressure to bear a child.

Text approved by the League of Jewish Women.

Sikhism

Sikhs believe in monogamy and great importance is attached to high moral character and sexual morality. One of the five Ks (Religious Symbol) of Sikhs is Kachhahra, which is a special pair of shorts worn as an undergarment by all initiated Sikhs, both men and women. This highlights the importance attached to sexual morality in Sikhism.

Traditionally in Sikhism, like many other religions, the family size used to be large. However, attitudes today are beginning to change. Birth control through the use of contraception is an acceptable practice within Sikhism and the family size is usually small. As there is no actual religious prohibition, acceptance of family planning has grown in line with social and cultural changes.

Appendix C: Specific Issues - suggestions for responding to children's questions

As stated in the policy, what constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context. These are some suggestions for an approach on these issues and a way of responding to questions that take into account different views held. However, to develop confidence and consistency in SRE, schools will need to explore and agree how they will address these issues with all staff. It may help to remember that in responding to questions from pupils respond specifically and unless appropriate to an individual's circumstances refrain from elaborating. Staff should try to anticipate which issues might come up in a lesson and consider how they might respond. The Sexual Offences Act 2003, does not have any bearing on the delivery of effective SRE that corrects misinformation and provides children and young people with the information that they require in an age and maturity appropriate manner.

The specific issues are listed in alphabetical order and the page numbers refer to *Sex and Relationship Education; Guidance for Schools, 2003*

Abortion (P22)

This will not be delivered as part of the primary school curriculum but may be in response to children's questions.

Abortion is a way of ending a pregnancy. People have different reasons for ending a pregnancy, and make their own choice for their own reasons. Some religions do not believe people should have abortions. Abortion can be through a tablet or small operation. People may feel sad afterwards.

Contraception (P22-23)

Consider the opportunity to begin to introduce this issue in brief and simple terms in the year 6 curriculum. It need only take 5/10 minutes explanation.

Many people have sex for pleasure and enjoyment and they do not always wish to have a baby at that time. They can choose different ways to do this (stop conception). Different religions have different views on this but you will look at this again later on at secondary school.

Erections

This should be included within the SRE programme and opportunities for gender specific sessions could provide opportunities for boys to allay anxieties around puberty.

An erection is when the penis becomes hard. It can happen at any time, especially around puberty. It is common and not something to worry about. Semen and urine cannot be leaked at the same time.

Marriage and Family Life

Discussion of marriage will be delivered within the context of the SRE and RE programmes, but should be delivered with awareness and sensitivity to the diversity of children's backgrounds and home circumstances.

The DfEE SRE guidance states, '*Within the context of talking about relationships, children should be taught about the nature of marriage and its importance for family life and for bringing up children. The Government recognises that there are strong and mutually supportive relationships outside marriage. Therefore, children should learn the significance of marriage and stable relationships as key building blocks of community and society. Teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances*'. Furthermore, The Civil Partnership Act 2004 came into operation on 5 December 2005 and enables a same-sex couple to register as civil partners of each other. In response to a question on marriage or when discussion the issue the following maybe

helpful: *Marriage has always been a part of our society although people's reasons for getting married may have changed over time. It is a positive choice that some people make to recognise their caring, supportive, and committed relationship. It is usually a reflection of personal and/or religious beliefs. There are other ways of having caring, supportive, and committed relationships as in living together. Just recently the law changed to allow Civil Partnerships to take place between two men or two women. It is important to emphasise it is the quality of the relationship that matters.*

Masturbation

Consideration should be given to including masturbation in the year 5/6 curriculum. Discussions about masturbation and wet dreams could be given time within the single gender sessions. It is important that the clitoris and masturbation for girls is acknowledged.

Masturbation is the touching or stroking of certain parts of the body (sexual parts). It may be for excitement, enjoyment, or relaxation. It is something that is done privately. It does not do you any harm. Not everyone does it. Some religions believe you should not do it. If this is what you think your religion says you will need to try and talk to someone in your family (e.g. parent, older brother/sister). You can have a chat with me (or suggest someone else e.g. school nurse) after class or later (specify a time).

Menstruation

This issue should be explored in depth in years 5/6 with single gender discussion on dealing with periods. Menstruation should also be covered lower down the school (year 3/4) as the onset of menstruation can happen at age 8 or 9.

Menstruation, often called 'having a period' is when there is a natural and normal loss of blood over a few days. Blood comes out through the vagina. A sanitary towel or tampon catches the blood. The blood is the lining of the womb that has developed when the body is getting ready to have a baby. Most girls start to have periods between the ages of 9 and 17, most often around 12 to 14 years old. Women have periods until they are around 50 years old.

Miscarriage

This will not be delivered as part of the curriculum but maybe in response to children's questions.

A miscarriage is when a pregnancy ends early and the baby dies. It is very common. It may be a sad and difficult time.

Personal Hygiene

This should be part of the PSHE curriculum from the early years and can be explored within the context of keeping clean and healthy. It is helpful to include for girls wiping their bottom from front to back to prevent infection. When exploring puberty in KS2 it will be useful to look at why teenagers need to wash certain parts of their body very carefully, e.g. armpits because of sweating. It is helpful to include for boys cleaning behind the foreskin.

Sexual orientation

The focus in the SRE programme is on building self-esteem and respect for self; valuing caring, loving and healthy relationships; avoiding prejudice and discrimination; and providing information and understanding to enable informed decisions. Assumptions should not be made about the future sexual orientation of pupils or their families.

'Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.' - DfEE SRE Guidance 2000.

Section 28 of the Local Government Act 1988, was repealed in September 2003.

The law has recently changed to legalise sexual activity between men at the age of 16. Addressing issues of sexual identity and orientation need to be supported by a school's *Anti-Bullying Policy* and DfEE Social Inclusion: Pupil Support Circular 10/99. This circular makes it clear not to accept homophobic bullying and respond to it in line with dealing with other forms of bullying, e.g. racial. In response to a question on sexual orientation the following may be helpful:

Girls and boys may have good friends of both sexes. We all have sexual feelings of attraction and sometimes this maybe with people of a different sex/gender and sometimes of the same sex/gender. Some religions may have clear beliefs on this and it may be helpful to try to talk to someone in your family or a good friend if you are unsure. You can have a chat with me (or suggest someone else e.g. school nurse) after class or later (specify a time).

Sexual Intercourse

This should be explored beginning in Year 5 as part of the science curriculum and PSHE curriculum. *Sexual intercourse should be a pleasurable activity between two people who love and care for each other and want to give each other pleasure and or have a baby. It involves cuddling and kissing but not like kissing family and friends. The man's penis gets stiffer and slides inside the woman's vagina. Some people wait until they are married and others do not. Some religions believe you should only have sexual intercourse when you are married and want to have children. It is not something you do until you are older (it is against the law to have sexual intercourse before the age of 16) and it is better if it is with someone you know very well, trust and want to spend more of your time with.*

Sexually Transmitted Infections, HIV/AIDS (p24-25)

Within the context of keeping healthy and safe and having positive healthy sexual relationships (in the future), this area could be explored, typically within a science lesson. Therefore, a session that considered the transmission of illnesses and diseases could look at risky behaviour e.g. not mixing or touching other people's blood.

There are a number of diseases that can be passed from one person to another during sexual intercourse. There are ways that people can protect themselves and you will have the chance to look at this in more detail in secondary school. HIV (human immunodeficiency virus) is the virus that causes AIDS. People may not know about it until many years after being infected. The virus enters the blood and can be carried in four body fluids: blood, semen, breast milk, and vaginal fluid. It is difficult to catch; it is not possible to catch just through touching a person with HIV or AIDS. However it is very serious and there is no cure so we should protect ourselves from the virus, e.g. when someone is old enough to have a sexual relationship using a condom.

Wet Dreams

Discussions about masturbation and wet dreams may be explored within the years 5/6 curriculum and be given time within the single gender sessions.

At night while sleeping, semen may come out of a boy's penis. It is a sign of his body growing, especially at puberty. It is not something to worry about and do not worry if you do not have them. We grow at different times.

Appendix D: Example questionnaire for parents and carers of primary age children

Sex and Relationship Education

In the next few weeks, the PSHE Curriculum will be focusing on sex and relationship. We would be very grateful if you could complete and return this to school. This will help us to support the needs of your children.

1. Do you have a son or daughter at the school?

- Daughter Son Both

2. Are you aware of the school's sex and relationship education policy?

- I have seen it
 I have heard about it
 I do not know about it
 I would like to know about it

3. Would you like to be more involved in the review of the sex and relationship education policy?

- Yes Not sure No

4. Do you feel able to talk with your child or children about sexual matters?

- Easily
 Not very easily
 Depends on topic
 Not at all

5. What areas of sex and relationship education do you feel the school should cover? (Please state them)

6. Do you feel confident for your child to take part in the school's sex education programme?

- Yes No

7. Please explain any other concerns that you may have about sex and relationship education in our school

8. Is there any support you would like from the school in talking to your child or children about sex and relationships? (Please state, although we may not be able to offer all the support requested.)

Thank you for your help

Appendix E: Example letter to parents for consent

Dear Parents/Carers,

For the rest of this term the Year 6 children will be doing a unit's work on Sex Education. As part of this unit, the children will watch a series of short DVDs which are then followed up by group discussions based on the topic of the DVD. These will be held in single sex groups.

While we would like everyone to take part in this, parents have the right to request that their child does not watch the sex education DVD and/or does not take part in the class discussions. In such cases, parents would be expected to undertake the sex education themselves. However, please be aware that some of the content will be part of the science curriculum and your child will be required to take part in this.

If you would like to withdraw your child from this unit of work, please inform us as soon as possible in person. If we do not hear from you, we will assume that you do give your permission.

We will be showing the DVD to any interested parents at **(time date and venue)**. At this point we will be able to answer any questions or address any concerns you may have over this subject.

Please feel free to attend on **(date)**. In the meantime, if you have any questions or concerns I look forward to hearing from you any day after school.

Yours sincerely,

Mrs