



## Sex & Relationships Education Policy

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## **Section 1 - Preliminaries**

### **a) Participating Schools**

This policy is shared by all schools in Cambridge City and South Cambs.

### **b) Cambridge City Partnership Group**

These people have participated in developing the shared entitlements and statements in Section 2. They represent a wide range of organisations in our community.

Eva Acs, Cambridgeshire Teenage Pregnancy Co-ordinator

Carrie Abbs, Cambridge City PCT

Pauline Brindle, Lady Adrian Special School

Mary Gyte, South Cambridgeshire PCT

Marie Claire Hisock, South Cambridgeshire PCT

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Further guidance has been offered by:

Jon Pratt, PSHE Service

Bethan Rees, Cambridgeshire Race, Equality and Diversity Service

Christine Welburn, Education Child Protection



## **Section 2 – The Community Sex and Relationship Education Policy**

### **a) Introduction**

The aim of the Community SRE Programme is to develop and make ongoing improvements to the provision of SRE in Cambridgeshire schools and other educational settings supported by their local communities.

The aim of our Community SRE Policy is to work in partnership to provide schools and other educational settings with structured guidance and to clarify what young people are entitled to receive in terms of SRE.

We will achieve these aims by:

- Working in partnership to develop a shared understanding of effective practice and a supportive programme for SRE with young people in schools
- Clarifying what young people are entitled to receive in terms of SRE and to develop awareness of their changing and diverse needs
- Enabling and supporting schools to regularly review, evaluate and develop their SRE policy and practice in consultation with the whole school community.

SRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which all people and organisations in Cambridgeshire working with young people can contribute. The Community SRE programme will take into account national and local guidelines and will contribute to meeting local and national targets as described in strategies such as;

- Choosing Health
- National Healthy School Status
- Teenage Pregnancy Strategies
- Sexual Health Strategies
- Looked After Children
- School Based Health Services
- Children and Young People's Plan
- HIV and Sexual Health Strategy
- National Service Framework for Children, Young People and Maternity Services
- Child Protection

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

- SRE is lifelong learning about ourselves – emotions, self-esteem, relationships, rights and responsibilities, understanding risk, sexual behaviour, sexuality and sexual health. It takes place in many community contexts: e.g. at home, at school and in youth settings.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE including: Learning needs, family circumstances, race, culture, religion, gender, sexuality and previous life experiences.
- SRE is most effective when provided in a wider context of social and emotional development. In schools, successful SRE is firmly rooted, both within discrete PSHE/PSD lessons and the wider context of day to day interactions - both formal and informal .
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to make informed choices and communicate effectively..
- Effective SRE is responsive to the specific needs of young people as individuals.

**c) Entitlements**

Schools and their partners are committed to working towards the implementation and development of the entitlements relevant to their organisation.

**Young people** are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets the needs of the individual young person
- 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.
- A well-planned, well-delivered SRE programme with appropriate follow up that is flexible to cater for their changing needs over time
- Be involved in developing and evaluating the content, delivery and timing of their SRE programme
- Education outside the formal curriculum which is appropriate to their individual needs.
- Development of their own social skills through adult role modelling.
- SRE Education provided by staff who are all willing to be involved in delivery.

**Adults working with and for young people** are entitled to:

- Access to high quality, up-to-date, accurate information and resources, including updates on local and national strategies
- Mutual understanding of roles, responsibilities and organizational boundaries in relation to the planning and delivery of SRE
- Contribute their views and ideas in support of the development of SRE for young people
- Professional guidance and support
- A named person for liaison when working with another organization
- Opportunities to share good practice
- Access to regular, up-to-date training
- Be informed about issues of confidentiality and how it affects them.

**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 child
- Information on how and when SRE is taught and delivered
- Understand their rights and responsibilities in relation to the SRE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas heard in a respectful, non-judgemental manner.

**d) Entitlement Curriculum**

The Entitlement Curriculum for SRE is included in this policy. It describes the elements of SRE which will be taught at or by the age groups described. The Entitlement Curriculum is wholly consistent with the National Curriculum and DfES guidance. It is fully supported by the Personal Development Programme for Primary and the Cambridgeshire Personal Development Programme for Secondary Schools.

**e) Implementation and Review**

Schools and partners are committed to working towards the delivery of the Entitlements described in this policy and the provision of SRE as described.

- Each school and partner organisation will reflect on their contribution to the provision of the Entitlements and seek to develop this.
- Each school and partner organisation will continue to work in partnership to ensure the delivery of SRE for young people in their care.
- The policy will be reviewed collectively at agreed intervals.

## Section 3 –Implementing the CSREP in Our School

### a) Introduction

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

- a) We promote a healthy, safe and caring environment for all pupils and staff.
- b) We provide a broad and balanced curriculum for all our pupils, having considered gender, sexuality, home life and experiences, ability and culture.
- c) We promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- d) We prepare our pupils to confidently meet the challenges of adult life as best they can within their special needs.
- e) We provide strategies to support our pupils in making safe choices.
- f) We help our young people to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- g) We create a wider awareness of religious, cultural and moral values within a broadly Christian framework and respect for different ethnic groups, religious beliefs and ways of life.
- h) We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

Other school policies are relevant to our provision of SRE: PSHE and Citizenship, Child Protection, Confidentiality, Behaviour, Anti-bullying. This SRE policy will be made available to staff on the school network.

This policy is consistent with national guidance, in particular 'Sex and Relationship Education Guidance' DfEE 2000 and 'Sex and Relationship Education for the 21<sup>st</sup> Century'- DfEE/PSHE Association It also reflects recommendations from Ofsted, the National Healthy Schools Standards and the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: National Healthy Schools Programme, Support from the School Nursing Service, Continuing Professional Development for teachers of PSHE, Personal Development Programme for Primary and Secondary

This part of our SRE policy is the responsibility of the governing body and has been devised by the PSHE Co-ordinator and reviewed by staff. It was discussed and ratified by the school governors through the Curriculum Committee.

### b) Our Aims for SRE

All adults will work towards achieving these aims for SRE in our school. We seek to enable young people 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, civil partnerships, stable relationships and family life
- Support young people to manage their own personal care needs as appropriate.
- 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 differences between public and private

- 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 including links to e-safety – in particular mobile phones
- value, care for and respect their bodies
- be aware of and enjoy their developing sexuality appropriately
- develop the skills to enable effective communication and negotiation within sexual relationships
- access additional advice and support
- delivery of SRE according to the individual needs of the pupils and taking into consideration the views of the parents
- understand the effect of alcohol and drugs on sexual behaviour and relationships.

### **c) Delivering Entitlement Curriculum for SRE in our School**

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, sexuality, culture, experiences and background, impact of disability and learning style when planning SRE,.

We consider SRE to be a continuous process of learning, as described in the Entitlement Curriculum for SRE. All adults working with young people have a part to play in supporting the delivery of SRE.

The objectives of the SRE Curriculum will be primarily delivered in:

- PSHE through designated lessons, circle time, focused events, health weeks, conference days
- Other Curriculum areas, especially Science, English, Computing, RE and PE
- Enrichment Activities, especially our assembly programme, visits from the Life Education Centre, social skills groups, involvement in schools visits and adventurous activities
- We use the content of The Entitlement Curriculum for Sex Relationships Education (see Appendix A), but do not follow the specific age banding they highlight. For our school we cover what staff have deemed appropriate for individual pupils within each year group.
- Plus opportunities to develop interpersonal skills during social time.

Specific Units of Work on SRE are planned into our teaching programme for every academic year. (As described in our PSHCE curriculum grids)

We understand that at times young people will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of young people more effectively.

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

- We regard it as the shared responsibility of all adults working within the school to respond appropriately to a young person's request for information and advice. All staff will be aware of the guidance on responding to young people's questions and will be encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by class teachers or the adult's deemed to know the young people the best.
- Those delivering SRE will have responsibility for assessing young people's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Leaders.

- The PSHE Leaders are responsible for reviewing and evaluating SRE at our school. The PSHE Leaders are accountable to the Head Teacher in this task.
- Staff will be assisted in their planning and in the delivery of the Entitlement Curriculum by the PSHE Leaders who may, support development of medium term plans and activities for colleagues, collate assessments, liaise with the PSHE Service, plan INSET to meet staff needs and liaise with visitors who support the delivery of SRE.
- Governors hold responsibility for the SRE policy and will be assisted in implementing it by *the* PSHE Leaders / Head Teacher/ Staff.

### e) Teaching Methodologies

**Ground Rules:** It is essential that SRE is carried out in a safe, non-judgemental environment where adults and young people 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
- Opportunities for students to ask questions in a less public arena.

When sensitive subjects are being taught in SRE visitors / observers will not be allowed in the sessions and disruption to the classes will be kept to a minimum (for example signs on the door requesting no disruptions) in order to maintain the safe space of the classroom.

**Answering Questions:** We acknowledge that, sensitive and potentially difficult, issues will arise in SRE as young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for SRE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents or other sources of support, such as health professionals. When answering questions, we shall ensure that personal revelation of sexual behaviour or attitudes by adults or pupils or their families is discouraged. However positive generalised staff contributions to discussions, particularly around relationships are invaluable. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, staff will pass this information to the designated Child Protection officer in line with school policy.

**Distancing Techniques:** We will employ teaching and learning strategies which enable pupils to discuss issues without reference to personal experience thus reducing embarrassment, and protecting young people's privacy, For example, we will use fiction, puppets, case studies, role-play, DVDs and age appropriate theatre in education to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

### f) Inclusion

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, culture, learning needs, sexual orientation, past experiences and background when planning and delivering SRE.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and, in acknowledging 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 exploitation.
- We will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to SRE. We will review our SRE provision to ensure that all those with additional needs are provided for. When working with young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and 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
- Understanding risk

### **g) Resources**

We will primarily use the Cambridgeshire Personal Development Programmes and the resources recommended within it when planning and delivering the SRE Entitlement Curriculum. We will avoid a 'resource led' approach to delivering SRE, instead focusing on our planned learning objectives. We will carefully evaluate teacher resources, leaflets or DVDs, before using them. We will select resources which:

- Are consistent with the Entitlement Curriculum for SRE
- Relate to the agreed aims and objectives of this policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the young people
- Appeal to adults and young people
- 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 whilst ensuring active participation within a whole class setting – other than listening- is not compulsory.
- Conform to the legal requirements of SRE.

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

In our school, we believe that SRE is most effectively taught by those who know our young people well and are aware of their needs. We encourage visitors to our school who may complement, but never substitute or replace, planned provision. We will work closely with visitors to ensure that the needs of our young people 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 accompanied by a member of staff.
- The school will be aware of whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.

- All visitors supporting the school in the provision of SRE 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 teacher or PSHE Co-ordinator, taking account of the age and needs of the group and the context of the work with in the PSHE 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 PSHE Co-ordinator or a lead teacher before hand.
- The contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

### **i) Confidentiality**

In our school we have a clear and explicit confidentiality policy. This policy is available through the school office.

- Staff are unable to offer absolute confidentiality.
- We will reassure young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm.
- Young people will be told if information is to be shared and with whom it will be shared (unless the young person 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 in an agreed and planned school-based health service, such as a “drop in centre”. This often involves offering a greater level of confidentiality to young people, than school staff may 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 and youth workers will ensure that young people are aware of this when beginning work with them.

### **Child Protection**

We recognise that because effective SRE will alert young people 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 Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

### **Sexually Active Young People**

**Primary:** 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 Child Protection Procedures and seek advice from the relevant agency.

**Secondary:** In order to create a safe learning environment for effective SRE, we will establish ground rules and use distancing techniques to facilitate discussion. If a young person, ~~especially one under 16,~~ indicates to an adult that he or she is sexually active or contemplating sexual activity, we will act in the following ways: \* NB this is relevant to all secondary students whatever their age.

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.
- We will inform young people of where they can obtain confidential support and information.
- The young person will be given clear information about where contraception and sexual health advice may be accessed.

- As a member of staff all information of this nature must be shared with the DP. Careful judgements will be made by the DP as to whether the sexual activity is a child protection matter, taking into account the young person's level of understanding and diagnoses.

We offer guidance for all our staff to support their decisions relating to disclosure. The guidance for all designated staff, , authorised by the Governing Body, specifies criteria that would apply in deciding whether the case should or should not be referred as a Child Protection issue and parents/carers informed.

#### **j) Staff Training**

Teaching SRE can be very rewarding, but we understand that in order to feel confident, staff need opportunities to explore how they feel about the issues and to share worries and concerns. 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 Entitlement Curriculum for SRE and achieving our school's aims for SRE. We will also encourage the sharing of good practice and training in order to develop skills in appropriate, participative teaching methods. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors, attend training and network with other schools.

#### **k) Role of Governors**

Governors have a special role in the development and implementation of this SRE policy. It is the responsibility of the governors to decide whether SRE will be provided in addition to requirements of the national curriculum. \* **Governors need to be aware of an imminent statement making SRE statutory in all schools.**

The governors understand that parents are informed of the content of the SRE curriculum that is delivered appropriate to their child/young person needs and that parents have the right to remove their child/young person from SRE sessions, except those linked to the Science curriculum.

### **l) Young People's Participation**

We consider it essential to ensure that our SRE programme meets the needs of the young people it is intended for. In order to achieve this we will involve young people in the evaluation and development of their SRE in ways appropriate to their age and ability.

- a. We will engage the young people in assessment activities to establish their development needs, for example 'Draw and Write' activities
- b. We will ask young people to reflect on their learning and set goals for future learning.
- c. We will consult young people as appropriate at the end of each SRE unit, about their perception of the strengths of our SRE programme and the areas to be further developed.

### **m) Working with Parents/Carers and our School Community**

We are committed to sharing our role as SRE educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that young people say they would prefer to receive information about SRE from the 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:

- a. Informing parents and carers by letter of forthcoming SRE topics
- b. Inviting parents to review resources and activities used in SRE
- c. Making the SRE policy available to parents on request
- d. Gathering parent's views on the SRE policy and taking them into account when it is being
- e. Informing parents and carers about the SRE programme as their child joins the school through the school /prospectus
- f. Providing supportive information about parents' role in SRE
- g. Inviting parents on a regular basis to discuss their views and concerns about SRE on an informal basis

#### **\*Awareness of the statutory programme potentially changing may affect this para.**

Parents and carers have the right to withdraw their children from all or part of those elements of SRE which are not included in the statutory national curriculum—currently.. This includes the elements of SRE to be found in the National Curriculum Programmes of Study for Science. For primary pupils statutory content includes naming body parts, how the body changes and life cycles without reference to reproduction. Non-statutory elements include impact of puberty. Current guidance states that from KS3 upwards schools have a statutory obligation to provide SRE and citizenship education in addition to the statutory elements of the science curriculum. Statutory elements include reproduction, structure and function of reproductive systems, menstrual cycles, fertilisation, gametes, gestation, birth and influence of maternal lifestyle on foetus through placenta.

The school will make alternative arrangements for children whose parents or carers withdraw them. Any parent or carer who wishes to withdraw their child from SRE should in the first instance contact the Head Teacher/ Key Stage Manager to discuss the matter. 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. Parents or carers will be asked to reconfirm their decision each year.

### **n) Monitoring and Evaluating SRE**

Monitoring and evaluation of the effectiveness of this policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, the PSHE Leaders and parents to inform judgements about effectiveness.

The effectiveness of the SRE curriculum (as stated in this policy) will be monitored and evaluated by the PSHE Leaders. The PSHE Leaders will gather information from young people, staff and parents about the SRE curriculum, using a variety of tools, including pupil self evaluations, assessment

activities, parent questionnaires and staff views. Ongoing development of skills ladders, and rewriting of the curriculum will contribute further to assessment and evaluation

### **o) Glossary**

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

**AIDS:** Acquired Immune Deficiency Syndrome (also known as SIDA Syndrome d'Immuno-Deficience Acquis)

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

**Co-ordinator:** The lead member of staff in school for a particular area of work.

**DfES:** Department for Education and Skills (previously known as DfEE Department for Education and Employment)

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

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

**School:** Any educational establishment, including Pupil Referral Unit or College of Further Education

**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 (health professional, youth worker) or an individual (parent with a new baby).

**Young People:** Children and adolescents 3-19 years

## Section 4 – Sensitive Issues

### a) Puberty

We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our SRE programme, we will be sensitive to the needs of those developing at different rates.

We will ensure that our young people have different opportunities to learn about puberty and their developing sexuality and prepare themselves for it. Programmes will be tailored to individual needs where necessary.

**Primary:** We will teach about puberty in Years 5/6 where appropriate taking into account each child's developmental level, in accordance with the Entitlement Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. Pupils will be considered on an individual basis and if a pupil starts to show signs of going through puberty before year 5 we will consider starting puberty education at a younger age. 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 will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discrete provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

**Secondary:** We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it. We also recognise that young people develop at different rates. When teaching about puberty in our SRE programme, we will be sensitive to the needs of those developing at different rates. We also recognise that young people will have participated in lessons about puberty in their primary education and we will ensure that our provision reviews existing knowledge and builds on it.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discrete provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

### b) Contraception

**Primary:** We will not include lessons on contraception in our SRE curriculum. However, 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 misconceived) about contraception in discussion with adults or their peers. We have established guidelines for responding to these questions in 'Answering Children's Questions relating to SRE'. 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 the responsibilities of adult life.

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 teacher 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.

### **Secondary:**

We will teach about contraception in the context of SRE and PSHE. . We will make information about sources of contraception available to pupils and use participative learning methods to ensure young

people are able to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly.

We understand that staff in school are required to

- provide education about contraception and where it can be obtained to those participating in SRE (Those whose parents have withdrawn them from SRE must still consider how the medical use of hormones can control or promote fertility as part of the Science Curriculum)
- provide information about confidential advice and treatment services to all young people
- follow the school's confidentiality and child protection policies.

Those delivering the Entitlement Curriculum for SRE will be aware of the local provision for young people who wish to find out more about contraception or access it.

In a case where a young person asks for advice about sexual behaviour or contraception, the adult may reinforce information given in SRE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional. We recognise that young people need accurate information about contraception and delaying sexual activity. Teaching about contraception and sexually transmitted infections is required by the Education Act 1996. We include teaching about contraception according to the SRE Entitlement Curriculum in our PSHE programme, enabling young people to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly. Including a variety of possible sexual relationships and the various contraception methods that can be used within those relationships.

### **c) Abortion**

Some of our young people are aware of abortion and will have begun developing their own attitudes towards it. We will encourage young people to improve their understanding and further develop their attitudes as we address issues related to pregnancy and the responsibilities of parenthood in moral contexts. This is described in our Curriculum for SRE.

We are aware of the strongly held beliefs of many sectors of our community and will promote respect for those beliefs, whilst encouraging young people to explore the dilemmas and develop communication skills to discuss issues with parents and health professionals.

We recognise our responsibility to discuss the delay of sexual activity and to offer information about contraception and confidential advice services in order to reduce the incidence of unwanted pregnancy.

**Primary:** We will not include lessons on abortion in our SRE curriculum. 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.

**Secondary:** Some young people may be aware of abortion and may have begun developing their own attitudes towards it. Where appropriate we will encourage young people to improve their understanding and further develop their attitudes as we address issues related to teenage pregnancy and the responsibilities of parenthood in moral contexts. This is described in the Entitlement Curriculum for SRE.

We are aware of the strongly held beliefs of many sectors of our community and will promote respect for those beliefs, whilst encouraging young people to explore the dilemmas and develop communication skills to discuss issues with parents and health professionals.

We recognise our responsibility to discuss the delay of sexual activity and to offer information about contraception and confidential advice services in order to reduce the incidence of unwanted pregnancy.

#### **d) STI's and HIV/Aids**

**Primary:** We will not teach directly about STI's or HIV/AIDS, however elements of our SRE and Science Curricula will prepare the ground for this explicit teaching later. We will discuss the different ways diseases might be spread and steps a child might take to reduce their spread. Some children will be aware of STI's or HIV/AIDS and may ask questions about it in relation to SRE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

**Secondary:** Elements of our SRE and Science Curricula are relevant to teaching about STI's and HIV/AIDS. We will discuss the different ways diseases might be spread and steps a young person might take to reduce their spread. Some children will be aware of STI's or HIV/AIDS and may ask questions in relation to SRE or perhaps drug education. Dependent on age and developmental needs, we will ensure the young person has the information they need about contraception and preventing STI's and HIV/AIDS. They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

We recognise that there is an increase in the rate of infection from STI's and HIV/AIDS, especially in the 16-19 age group. We will teach about STI's and HIV/AIDS as appropriate and as described in the Entitlement Curriculum for SRE. We recognise the relationship with strong teaching about contraception.

Those delivering the Entitlement Curriculum for SRE will be aware of the local provision for young people who wish to find out more about accessing advice and support on STI's and HIV/AIDS.

In a case where a young person asks for advice about STI's or HIV/AIDS, the adult will reinforce information given in SRE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

#### **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, young people must feel that SRE is relevant to them and sensitive to their needs. We acknowledge that 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, taking into account the family circumstances represented in the school. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.

**Primary:** We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, young people must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that 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 examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.

**Secondary:** We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, young people must feel that SRE is relevant to them and sensitive to their needs.

We encourage young people to consider sexual identity and orientation, as described in the SRE Entitlement Curriculum. Those delivering SRE will avoid the presumption that all sexual relationships are heterosexual. We understand that it is our role to give information about sexual orientation, to develop tolerant attitudes and to equip young people to understand their own sexuality.

We recognise our duty to counter the negative images portrayed of homosexuality in society through positive and accurate representation and help adolescent pupils who are homosexual to develop and maintain a positive sense of self and self worth. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.

In a case where a young person asks for advice about sexual orientation, the adult will reinforce information given in SRE lessons (such as where to access information and support). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from relevant groups.

Items in the first row of PSHE are most likely to be delivered in an SRE unit. Items in the second row of PSHE are most likely to be delivered in other areas of PSHE, such as 'My Relationships'.

## Appendix A - The Entitlement Curriculum for Sex and Relationships Education

### Foundation Stage and Key Stage 1 (Year1/2)

Age 3-5	Science Curriculum	<ul style="list-style-type: none"> <li>find out about and identify some features of living things, objects and events they observe</li> </ul>		
		<b>Knowledge (PSHE)</b> <ul style="list-style-type: none"> <li>the ways adults care for children</li> <li>basic hygiene routines, including toileting and washing</li> </ul>	<b>Skills (PSHE)</b> <ul style="list-style-type: none"> <li>dress and undress independently and manage their own personal hygiene</li> <li>describe their own appearance, including body parts</li> </ul>	<b>Attitudes (PSHE)</b> <ul style="list-style-type: none"> <li>value their body, physical achievements and capabilities</li> </ul>
		<ul style="list-style-type: none"> <li>have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others</li> <li>some ways of being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>recognise the importance of keeping healthy and those things which contribute to this</li> <li>respond to a range of experiences, showing a range of feelings when appropriate</li> <li>be able to identify when and how to say 'no' and 'stop'</li> </ul>	
Age 5-7	Science Curriculum	<ul style="list-style-type: none"> <li>that animals, including humans, grow and reproduce</li> <li>that humans and animals can produce offspring and these grow into adults</li> </ul>	<ul style="list-style-type: none"> <li>recognize and compare the main external parts of the bodies of humans</li> <li>recognize similarities and differences between themselves and others and treat others with sensitivity</li> </ul>	
		<b>Knowledge (PSHE)</b> <ul style="list-style-type: none"> <li>how some diseases are spread and how to control them</li> <li>about the process of growing from young to old and how people's needs change</li> <li>the names of the main external parts of the body including agreed names for sexual parts</li> <li>understand they have rights over their own body</li> </ul>	<b>Skills (PSHE)</b> <ul style="list-style-type: none"> <li>recognize their responsibilities and how these have changed</li> <li>follow basic rules for keeping themselves safe and healthy</li> </ul>	<b>Attitudes (PSHE)</b> <ul style="list-style-type: none"> <li>value their own body and recognise its capabilities and uniqueness.</li> <li>how families are special for caring and sharing.</li> </ul>
		<ul style="list-style-type: none"> <li>ways in which they are like and different from others</li> <li>that they have some control over their actions and bodies</li> </ul>	<ul style="list-style-type: none"> <li>identify and be able to talk with someone they trust</li> <li>be aware that their feelings and actions have an impact on others</li> <li>recognize similarities between themselves and their peers</li> </ul>	<ul style="list-style-type: none"> <li>why families are special and how they care for each other</li> </ul>

Items in the first row of PSHE are most likely to be delivered in an SRE unit. Items in the second row of PSHE are most likely to be delivered in other areas of PSHE, such as 'My Relationships'.

### Key Stage 2 (Year 3/4/5/6)

Age 7-9	Science Curriculum	<ul style="list-style-type: none"> <li>that the life processes common to humans and other animals include growth and reproduction</li> <li>about the main stages of the human life cycle</li> </ul>		
	Knowledge (PSHE)		Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> <li>name the main external parts of the human body, including scientific names for sexual parts</li> <li>understand the physical differences between males and females</li> <li>understand how their responsibilities will change in the future</li> </ul>		<ul style="list-style-type: none"> <li>carry out regular personal hygiene routines</li> </ul>	<ul style="list-style-type: none"> <li>who has responsibility for their personal hygiene and who will have responsibility in the future</li> <li>the responsibilities parents have for babies</li> <li>perceptions of being 'grown up'</li> </ul>
	<ul style="list-style-type: none"> <li>consider ways they affect and are affected by their special people</li> </ul>		<ul style="list-style-type: none"> <li>be able to listen to and support their friends and manage friendship problems</li> <li>be able to recognize unwanted physical contact and ways of stopping it and getting help</li> </ul>	<ul style="list-style-type: none"> <li>be aware of other people's lifestyles and beliefs</li> <li>personal responsibility for personal safety and behaviour</li> </ul>
Age 9-11	Science Curriculum	<ul style="list-style-type: none"> <li>that the life processes common to humans and other animals include growth and reproduction</li> <li>about the main stages of the human life cycle</li> </ul>		
	Knowledge (PSHE)		Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> <li>that bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread</li> <li>about the physical changes that take place at puberty, why they happen and how to manage them</li> <li>understand that physical changes take place at different rates for different people</li> <li>Know the facts of the human lifecycle, including sexual intercourse</li> </ul>		<ul style="list-style-type: none"> <li>recognize their changing emotions with friends and family and be able to express their feelings positively</li> <li>recognize and challenge stereotypes, for example in relation to gender</li> <li>recognize the pressure of unwanted physical contact, and know ways of resisting it.</li> </ul>	<ul style="list-style-type: none"> <li>the diversity of lifestyles</li> <li>others' points of view, including their parents' or carers</li> <li>the need for trust and love in established relationships.</li> <li>about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.</li> </ul>
	<ul style="list-style-type: none"> <li>the many relationships in which they are involved</li> <li>where individual families and groups can find help</li> <li>about keeping themselves safe when involved with risky activities</li> <li>understand how self-confidence and assertiveness can help them keep themselves safe</li> <li>what makes a healthy lifestyle, what affects mental health and how to make informed choices</li> </ul>		<ul style="list-style-type: none"> <li>respect other people's viewpoints and beliefs</li> <li>identify adults they can trust and who they can ask for help</li> <li>be self-confident in a wide range of new situations, such as seeking new friends</li> <li>see things from other people's viewpoints, for example their parents and their carers</li> <li>listen to, support their friends and manage friendship problems</li> </ul>	<ul style="list-style-type: none"> <li>why being different can provoke bullying and why this is unacceptable</li> <li>when it is appropriate to take a risk and when to say no and seek help</li> <li>the diversity of values and customs in the school and in the community</li> <li>value themselves and identify positive things about themselves</li> </ul>



Items in the first row of PSHE are most likely to be delivered in an SRE unit. Items in the second row of PSHE are most likely to be delivered in other areas of PSHE, such as 'My Relationships'.

### Key Stage 3 (Year 7/8/9)

<b>Age 11-14</b>	<b>Science Curriculum</b>	<ul style="list-style-type: none"> <li>that fertilization in humans is the fusion of a male and a female cell</li> <li>the physical and emotional changes that take place during adolescence</li> <li>about the human reproductive system, including the menstrual cycle and fertilization</li> </ul>	<ul style="list-style-type: none"> <li>how the foetus develops in the uterus</li> <li>how the growth and reproduction of bacteria and the replication of viruses can affect health</li> </ul>	
	<b>Knowledge (PSHE)</b>		<b>Skills (PSHE)</b>	<b>Attitudes (PSHE)</b>
	<ul style="list-style-type: none"> <li>in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity</li> <li>how the media influence understanding and attitudes towards sexual health</li> <li>the law relating to sexual behaviour and young people</li> <li>about when and where to get help, such as at a genito-urinary medicine clinic.</li> <li>explore the reasons for having sex and for delaying sex.</li> <li>understand that sex involves emotions and should involve a sense of respect for one's own and other's feelings, decisions rights and bodies</li> </ul>	<ul style="list-style-type: none"> <li>to recognize the physical and emotional changes that take place at puberty and how to manage these changes positively</li> <li>recognize risk of personal safety in sexual behaviour and be able to make safe decisions</li> <li>develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships</li> <li>recognize the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage</li> </ul>	<ul style="list-style-type: none"> <li>the benefits of sexual behaviour within a committed relationship</li> <li>the importance of respecting difference in relation to gender and sexuality</li> <li>issues such as the costs of early sexual activity</li> <li>explore body image and self esteem and understand its impact on sexual health and choices</li> </ul>	
<ul style="list-style-type: none"> <li>the sources of advice and support</li> <li>meaning of confidentiality in school health settings</li> <li>how good relationships can promote mental well-being</li> </ul>	<ul style="list-style-type: none"> <li>develop skills of assertiveness in order to resist peer pressure and stereotyping</li> <li>develop empathy with the core values of family life in all its variety of forms</li> <li>recognize the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.</li> </ul>	<ul style="list-style-type: none"> <li>how they see themselves affects their self-confidence and behaviour</li> <li>the unacceptability of prejudice and homophobic bullying</li> </ul>		



