

# Bramham and Shadwell Federation

## SRE Policy (Sex and Relationships Education Policy)

Adopted by the Full Governing Body

March 2019

Statutory Policy

Date to be reviewed: March 2021

Reviewed annually by the Head teacher, every 2 – 3 years by  
the governing body

Signed: \_\_\_\_\_  
Chair of Governors



## **Sex and Relationships Education (SRE) policy**

Bramham Shadwell Federation takes its responsibility to provide relevant, effective and responsible SRE to all of its pupils as part of the school's personal, social, health education (PSHE) curriculum very seriously. The school wants parents/carers and pupils to feel assured that SRE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the SRE provision.

### **1. Context – why SRE is important in our school**

High quality SRE helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough' report.
- SRE plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all children to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'. **National Curriculum**

SRE plays an important part in fulfilling the statutory duties the school has to meet.

As section 2.1 of the National Curriculum framework (DfE, 2013) states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

The government has made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. (National Curriculum in England, DfE, 2013) and that 'SRE is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013).

## **2. Development process**

We are committed to the ongoing development of SRE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted, with support from the Health & Wellbeing Service
- the content of the SRE curriculum is flexible and responsive to pupils' differing needs which are gathered at least annually through the use of pupil perception data such as the My Health My School Survey
- children are receiving an entitlement curriculum for SRE in line with national and local guidance
- there are clearly identified learning objectives for all SRE activities and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, governors, parents/carers and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our SRE, for example, through parent/carer information sessions
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community

This policy was drafted by the Deputy Head Teacher in consultation with the head Teacher. Parents/carers were consulted through a draft policy being circulated to each family, teaching and non-teaching staff were consulted through staff meetings, and pupils were consulted through school council and class council meetings. Governors were consulted through the circulation of a draft policy. This policy has been approved and adopted by the Head Teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is: Valerie Wilson. It will be reviewed briefly annually and in full every 2–3 years.

## **3. Location and dissemination**

This policy document is freely available on request to the whole school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

## **4. Definition**

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is

not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

## SRE Guidance DfEE 2000

*Examples of some of the terms included in the definition:*

- **physical development** - *how our reproductive systems work*
- **emotions** - *how to manage feelings*
- **social aspects** - *positive and negative influences from friends*
- **healthy relationships** - *how to recognise healthy and unhealthy relationships.*

### 5. Relationship to other policies

This policy links to:

- Anti-bullying
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Health & Safety
- SEN/Inclusion
- Teaching and Learning

The content of some SRE may also link to:

- Drug Education
- Equal Opportunities
- E-safety/IT
- First Aid
- Visitors in School
- Confidentiality
- *Pastoral understanding and information*
- Attendance (in particular in relation to FGM)

### 6. Overall school aims for SRE

Our approach to SRE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted. Our SRE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our SRE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of SRE are to teach and develop the following three main elements:

#### **Attitudes and values:**

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of children
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

#### **Personal and social skills:**

- learn to manage emotions and relationships confidently and sensitively

- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

#### **Knowledge and understanding:**

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and the range of local and national sexual health advice, contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

#### **SRE Guidance DfEE 2000**

In addition to this, we also aim to:

- raise pupils' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching SRE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

The aim of SRE is NOT to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation
- sexualise children

#### **6. The wider context of SRE**

The school's SRE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity

- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of programme
- work in partnership with other health professionals and the wider community

SRE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic, transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

## **7. Language**

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. This will be shared with parents/carers in Years 5 and 6 before it is delivered in class through an invite to a parents' meeting.

Agreed list of vocabulary used in school:

Reception	Being kind to our friends, caring for others, relationships with different people.
Year 1	Love, Relationship, Family, Marriage, Support, Caring,
Year 2	Loving, Respect, Acceptance / tolerance of different family combinations and choices.
Year 3	Keeping healthy
Year 4	Healthy bodies
Year 5	Puberty, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Clitoris, Penis, Foreskin, Testicles, Scrotum, Sperm, Urethra, Ejaculation, Erection, (Testosterone, Oestrogen, if in appropriate response to biological question).
Year 6	Consent, Conception, Pregnancy, Foetus, Amniotic fluid, Amniotic sac, Placenta, Contractions, Birth, Embryo, Umbilical cord, Wet dream,

The vocabulary below may be referenced by children when they are given the opportunity to ask questions. Children are encouraged to explore a range of family ideals and life choices with their parents at home following the SRE sessions. These terms are not introduced by school.
Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia

## Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in SRE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word 'gay' to mean something is rubbish is wrong and will not be tolerated. To tackle this, **staff might say: 'you've used the word 'gay', but not in the right way.'**

As a result, pupils will hear references to different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

## 8. Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in SRE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for SRE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions *for example, 'I can only answer question on the content of this lesson' or 'That is something that may be covered later on'*

**Staff will encourage written questions and will respond to those they feel are suitable and in-line with this policy. Children's remaining questions will be directed for further discussion with parents/carers.**

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules

- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

## 9. Key responsibilities for SRE

### i) All staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding SRE
- attend and engage in professional development training around SRE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's SRE provision
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced SRE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture and sexual orientations, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

### ii) Lead member/s of staff

The lead member/s of staff is/are entitled to receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

<b>Specific responsibilities</b>	<b>Who – role?</b> <i>E.g. PSHE lead, head teacher, CP designated teacher</i>
Co-ordinating the SRE provision, ensuring a spiral curriculum	Curriculum lead (AHT)
Accessing and co-ordinating training and support for staff	DHT + HT
Establishing and maintaining links with external agencies/other health professionals	DHT + AHT
Policy development and review, including consultation and dissemination	DHT
Implementation of the policy; monitoring and assessing its effectiveness in practice	HT
Managing child protection/safe guarding issues	HT + DHT
Establishing and maintaining links with parents/carers	Class teachers



Liaising with link schools to ensure a smooth transition	Y6 teachers
Liaising with the media	HT

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body will be offered appropriate SRE training
- ensure that all staff are given regular and ongoing training on issues relating to SRE as well as how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to SRE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of SRE to pupils
- ensure that SRE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding SRE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the SRE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced SRE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for SRE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate
- share the school's provision for SRE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with SRE at home

### iii) Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for SRE who works closely with, and in support of, the lead member/s of staff. When aspects of SRE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

### iv) Pupils

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the SRE curriculum
- should support one another with issues that arise through SRE
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to SRE or otherwise

### v) Parents/carers

The school will:

- keep parents/carers informed about all aspects of the SRE curriculum, including when it is going to be delivered

- gather parent /carers' views on the policy and take these into account when it is being reviewed
- provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through availability of video/dvd resource in after school viewing
- expect parents/carers to share the responsibility of SRE and support their children's personal, social and emotional development
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through SRE
- provide support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

### **The right to withdraw**

Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science. Parents/carers have a legal right to withdraw their children from the non-statutory elements of SRE. Any parent/carer wishing to withdraw their child from SRE should firstly contact the class teacher to discuss the reasons why.

SRE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

Parents/carers who do withdraw their children will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include for example:

- *'If a pupil is withdrawn from the SRE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be.*
- *They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation.*

### **10. Staff Support & CPD**

The school provides regular professional development training in how to deliver SRE.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- all members of the teaching and non-teaching staff will be offered generic SRE training which includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching SRE is so important, current law and guidance, learning outcomes and school policy
- teaching and non-teaching staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions
- the specialist health care nurse will provide support and resources around aspects of SRE through the delivery of some of the SRE sessions in Y5 and Y6

## **11. SRE Provision**

### **i) Statutory aspects of Sex Education within the National Curriculum Science**

All schools must teach the following as part of the National Curriculum Science; parents/carers **do not** have the right to withdraw their child/children from this.

National Curriculum Science:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene

Key Stage 2:

- 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
- describe the changes as humans develop to old age

Key Stage 3:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4:

- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)

### **ii) Additional intended learning outcomes for SRE**

*What will be the learning outcomes for pupils taking part in our non-statutory SRE programme?*

**By the end of Key Stage 1:**

**Pupils will be able to:**

- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

**Pupils will know and understand:**

- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people

- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed biological names for sexual parts
- why families are special for caring and sharing

**Pupils will have considered:**

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

**By the end of Key Stage 2:**

**Pupils will be able to:**

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents/carers and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it

**Pupils will know and understand:**

- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

**Pupils will have considered:**

- the diversity of lifestyles
- others' points of view, including their parents/carers' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships

**iii) The needs of pupils**

We recognise that an interactive approach to SRE will better develop the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the evaluation and development of their SRE in ways appropriate to their age.

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g. the My Health My School Survey)
- pre and post assessment activities for SRE
- full class consultation activities which ensure all pupils have a voice in the process

**iv) Topics to be covered**

Key Stage 1 - Year 1		
PSHE and citizenship topics for SRE	Activities to support SRE	Additional learning for this year group
<p><b>Identity: Belonging to groups</b>            Children learn:            - that they belong to many different kinds of groups            - that they play a different role in each of these groups            - how to co-operate            Identify the various groups children belong to, e.g. family, friend, class, religious, and explore what they do in these groups</p> <p><b>Friendship: Special people</b>            Children learn:            - to identify people who are special to them            Identify people who are special and what makes them special</p> <p><b>People who help us: Roles in the community</b>            Children learn:            - about people in the community who help them            - about what they do            Identify people who help us in the community</p>		<p><b>are we all the same?</b>            Children learn:            - about the similarities and differences between people            Children:            - can respect, understand and enjoy differences in people  <b>Similarities and differences</b>            Children learn:            - about how someone might feel if they are different from others around them            Children:            - can empathise and be sensitive to other people's feelings  <b>growing and changing</b>            Children learn:            - to explore how they change as they grow up            Children:            - are able to understand the changes that take place physically and socially as they grow up  <b>Friendship</b>            Children learn:            - about friendship and how to be a good friend            Children:            - can describe who a friend is and what a friend does            - can demonstrate some of the skills need to make and maintain friendships  <b>What does family mean to us?</b>            Children learn:            - about families and how family members care for each other            Children:            - are able to describe a variety of family situations and know that family patterns are different for everybody            - are able to describe different ways that families show they care for each other            Discuss what family means and make a whole class collage</p>

		<p>demonstrating and celebrating the diversity of family patterns</p> <p><b>Understanding feelings</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- how emotions affect us</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to describe a feeling and how it affects them inside and out</li> </ul> <p><b>Keeping safe</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about being scared and keeping safe</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can describe how to keep safe and what to do if they feel scared</li> </ul> <p><b>People who can help</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to identify people who can help them</li> <li>- to know when and how to ask for help</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to identify people that they can ask for help</li> <li>- can describe situations when they would need help</li> <li>- can demonstrate that they know how to ask for help</li> </ul> <p>Think of a time when they needed help and the kind of people that can help them</p>
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Key Stage 1 - Year 2		
<p><b>SRE 1 : Boys and girls</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to understand and respect the differences and similarities between people</li> <li>- the biological differences between males and females and their role in the life cycle</li> </ul> <p>Explore the biological differences and the social interpretations of the roles of men and women, boys and girls</p>	<p><b>girls and boys can...</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to understand and respect the differences and similarities between people</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to define difference and similarity</li> <li>- understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes say that boys do this and girls do that</li> </ul> <p><b>What is male and female?</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- the biological differences between male and female animals and their role in the life cycle</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can describe some of the biological differences between male and female animals</li> <li>- understand that the creation of new life requires a male and a female</li> <li>- learn that female mammals give birth and nurse their young</li> </ul> <p><b>Labelling male and female bodies</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- the biological differences between male and female children</li> </ul>	

<p><b>SRE 2: Life Cycles, Care and Families</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about growing from young to old</li> <li>- that they are growing and changing</li> <li>- that everybody needs to be cared for</li> <li>- ways that they can care for others</li> <li>- about the different types of family</li> </ul> <p>Highlight the key stages in the human life cycle</p>	<p><b>Human life cycle</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about growing from young to old</li> <li>- that they are growing and changing</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- understand that all living things, including humans, start life as babies</li> <li>- can identify key stages in the human life cycle</li> <li>- understand some ways that they have changed since they were babies</li> </ul> <p><b>Everybody needs caring for</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- that everybody needs to be cared for</li> <li>- ways in which they can care for others</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify ways that they can show care towards each other</li> <li>- understand that we all have different needs and require different types of care</li> <li>- understand the links between needs, caring and change throughout the life cycle</li> </ul>	
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Key Stage 2 - Year 3		
<p><b>Friendship: Qualities of a friend</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- what makes a good friend</li> <li>- the important aspects of friendship for them</li> </ul> <p>Identify the elements of good friendship</p> <p><b>Difficult times: acceptable and unacceptable behaviour</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- what is acceptable and unacceptable behaviour</li> <li>- what to do if they experience unacceptable behaviour</li> </ul> <p>Children identify the kind of behaviour that is unacceptable and who to go to for help if they experience it</p>	<p><b>Who's in my family?</b></p> <p><b>Special and different – families</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>- about different types of family</li> <li>- the ways in which their home life is special</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can describe different types of family</li> <li>- understand that families care for each other in a variety of ways</li> <li>- can identify what is different and special about their home life</li> </ul> <p><b>Feeling good about being different</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to recognise their own worth as individuals and to challenge stereotyping</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify positive things about themselves and others</li> <li>- understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes</li> <li>- can recognise and challenge stereotyping with confidence</li> </ul>	<p><b>No more bullying please</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- that there are different types of teasing and that bullying is wrong</li> <li>- that bullying is wrong and how to get help to deal with it</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to understand the difference between teasing and bullying</li> <li>- know what to do in bullying situations</li> </ul> <p>Explore the difference between teasing playfully and unkindly and draw up a class code of acceptable behavior towards others</p> <p><b>Stories about gender</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the pitfalls of gender stereotypes</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to understand that males and females can do whatever they would like and not be restricted by social stereotyping</li> </ul>

**Key Stage 2 - Year 4**

<p><b>Families: Living together</b>          Children learn:          - about the role of families          - about different kinds of families          - what happens when things go wrong in families          Explore the purpose of families; roles within families and different kinds of family</p>	<p><b>growing and changing</b>          Children learn:          - about the way we grow and change throughout the human life cycle          Children:          - can identify changes throughout the human life cycle          - understand that change is ongoing          - understand that change is individual</p>	<p><b>Public/private body map</b>          Children learn:          - public and private parts of the body          Children:          - can name the public and private parts their bodies          Create a body map showing public and private parts of bodies  <b>growing up</b>          Children learn:          - how they change as they grow          Children:          - can identify what they have achieved since starting school          - can plan what they would like to achieve in the future          Children learn:          - to explore some of the worries that they might have          Children:          - can express and share some of their worries          - can develop strategies for dealing with their worries          Explore and record things people worry about. How can they help someone who is worrying?</p> <p><b>Feelings images</b>          Children learn:          - to describe emotions and extend their feelings vocabulary          Children:          - can express emotions          - can use different words that describe an emotion accurately          describe different words for angry, happy, sad, worried and scared</p> <p><b>What is it like having a new baby?</b>          Children learn:          - about having a baby in the family          Children:          - can understand the changes a new baby brings to a family          - know something about caring for a baby          - know some qualities and skills parents need          Discuss if anyone has a baby in their family. How might it feel for parents when a new baby is born? Consider cultural differences and think about how life changes when a baby arrives          Children:          - know something about how it must feel for family members to have a new baby          Talk about new babies in families and how it must feel when one arrives.          Explore different types of family and different ways that children arrive, including fostering and adoption through discussion and stories such as 'Tell me again about the night I was born' by Jamie Lee Curtis</p>
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## Key Stage 2 - Year 5

<p><b>Difficult times: Making and breaking friendship</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to understand why friendships may break up</li> <li>- ways of resolving difficulties in friendships</li> </ul> <p>Explore strategies to cope with difficult times in relationships.</p> <p><b>SRE : Puberty 1</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the way we grow and change throughout the human life cycle</li> <li>- about the physical changes associated with puberty</li> <li>- about menstruation and wet dreams</li> <li>- about the impact of puberty on physical hygiene and strategies for managing this.</li> </ul> <p>Explore the physical changes at puberty for boys and girls</p> <p><b>SRE: Puberty 2</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- how puberty affects emotions and behaviour</li> <li>- strategies for dealing with the changes associated with puberty</li> <li>- strategies to deal with feelings in the context of relationships</li> <li>- to seek support and advice when they need it</li> </ul> <p>Explore the emotional changes at puberty and where to go for help if necessary</p>	<p><b>Changing body parts – how our bodies change</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the physical changes</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to define the changes that occur sometime between 8-17 that turns us from children into young adults</li> <li>- know that each experience of individual: beginning and ending at different times</li> <li>- understand that body changes at puberty are linked to human reproduction</li> </ul> <p><b>Changing the way we keep clean</b> Year 4/5 Lesson 4</p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the impact of body changes on physical hygiene and strategies for managing this</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can describe how to care for their bodies</li> <li>- can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> </ul> <p><b>Puberty – How our bodies change</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the physical changes at puberty</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to define puberty: the changes that occur sometime between 8-17 that turn us from children into young adults</li> <li>- can identify the physical changes associated with puberty</li> <li>- understand that everyone's experience of puberty is different and that it begins and ends at different times</li> </ul> <p><b>Understanding menstruation and wet dreams</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about menstruation and wet dreams</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can describe menstruation and wet dreams</li> <li>- understand the relationship between the sex cells ( sperm and ovum), menstruation and wet dreams</li> <li>- know and can explain effective methods for managing menstruation and wet dreams</li> </ul> <p><b>Changing feelings and changing lives</b></p>	<p><b>Interests and skills</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to value their individuality and personal achievements</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to recognise and describe their own skills and interests</li> <li>- can talk or write about their achievements</li> </ul> <p>Write positive things about themselves and share interests and skills</p> <p><b>What would make a friend?</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to identify what they value in others</li> <li>- to recognise behaviour and attitudes that contribute to maintaining friendships and relationships</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can describe what they value in others</li> <li>- can describe what is meant by a range of terms relating to friendships and relationships</li> <li>- are able to describe some of the factors involved in maintaining and sustaining friendships and other relationships</li> </ul> <p>Think about positive aspects of each other and explore what they would want from an ideal friend</p> <p><b>Who can help us?</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to identify who is in their support network and how this network has changed and developed</li> <li>- how to talk to people in their support network and ask for help</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify people in their support network and describe why they are special to them</li> <li>- are able to demonstrate that they know how to ask for help and support</li> <li>- can identify whom to ask for help in certain situations</li> </ul> <p>Draw a network diagram of special people for each pupil and describe why that person is special. Think of difficulties they might encounter and where they might go for help and support.</p> <p><b>Where can we find support?</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- how, when and where to find support when the people in their network cannot help</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify some sources of support outside their immediate networks</li> <li>- are able to identify an appropriate source of support for a particular issue</li> <li>- are able to identify possible risks in</li> </ul>
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	<p>Children learn:</p> <ul style="list-style-type: none"> <li>- how puberty effects emotions and behaviour</li> <li>- strategies for dealing with the changes associated with puberty</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to describe how feelings and behaviour change during puberty</li> <li>- understand how changes during puberty can affect relationships with other people</li> <li>- can devise strategies for managing some of these changes</li> </ul> <p><b>Feeling, thinking and doing – changing relationships</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- strategies to deal with feelings in the context of relationships</li> </ul> <p>Children:-</p> <ul style="list-style-type: none"> <li>- are able to identify feelings and understand how they affect behavior</li> <li>- show awareness that feelings change during puberty and these changes can affect our relationships</li> <li>- can practice strategies for managing some of these relationships and changes</li> <li>- can empathise with other people's feelings in relationships, including parents and carers</li> </ul> <p><b>your questions answered</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to seek support and advice when they need it</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can use appropriate language to discuss puberty and growing up with confidence</li> <li>- can identify sources of information, support and advice for children and young people</li> </ul>	<p>seeking support and how to manage these</p> <p>Discuss that there may be times when there is no-one in our Social network who can help and identify other appropriate people to approach</p>
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Key Stage 2 - Year 6		
<p><b>SRE 1 : Reviewing puberty</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the changes that occur during puberty</li> </ul> <p>Consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p><b>SRE 2: Relationships</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- what values are important to them in relationships</li> </ul> <p>Explore the importance of friendship in intimate relationships</p> <p><b>SRE 3: How babies are made</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about human reproduction in the</li> </ul>	<p><b>What's all this about puberty?</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the changes that occur during puberty</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify the physical, emotional and behavioural changes that occur during puberty for both females and males</li> <li>- understand that puberty is individual and can occur any time between 8-17</li> <li>- understand that body changes at puberty are a preparation for sexual maturity</li> </ul> <p><b>Becoming men and women</b></p>	<p><b>Rates of development</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- that physical change happens at different rates for different people</li> <li>- that puberty can be a positive and exciting time</li> <li>- how to access support for questions about puberty</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to explain that there are different rates of change for different people and know why</li> <li>- can demonstrate that they are able to deal positively with concerns or questions they have about puberty</li> <li>- can demonstrate that they can get support for puberty issues</li> <li>- are able to identify which sources of support are appropriate for different concerns</li> </ul>

<p>context of the human lifecycle</p> <ul style="list-style-type: none"> <li>- how a baby is made and grows</li> </ul> <p>Explore roles and responsibilities of carers and parents</p>	<p>Children learn:</p> <ul style="list-style-type: none"> <li>- to consider different attitudes and values around gender stereotyping</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can recognise and challenge gender stereotypes</li> <li>- understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</li> </ul> <p><b>Building good relationships</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- what values are important to them in relationships</li> <li>- to appreciate the importance of friendship in intimate relationships</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify positive qualities and expectations for a variety of relationships</li> <li>- can explain the similarities and differences between friendships and intimate relationships</li> <li>- can describe that there are different types of intimate relationship, including marriage</li> </ul> <p><b>Sexual relationships</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about human reproduction in the context of the human life cycle</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can describe how babies are made and explain is related to conception</li> <li>- can name the male and female sex cells and reproductive organs</li> </ul> <p><b>Conception and pregnancy</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- how a baby is made and grows (conception and pregnancy)</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- know the key male and female body parts associated with conception and pregnancy</li> <li>- can define conception and understand the importance of implantation in the womb</li> <li>- know what pregnancy is, where it occurs and how long it takes</li> </ul> <p><b>Being a parent</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the roles and responsibilities of carers and parents</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify some of the skills and qualities needed to be a parents and carers</li> <li>- understand the variety of ways in which parents and carers meet the needs of babies and children</li> <li>- can recognise that both men and women can take on these roles and responsibilities</li> </ul>	<p>Learn how hormones effect the body during puberty and that they are activated at different times for different people. Make a list of positive and exciting aspects of entering puberty and starting to grow up. Address concerns they might have</p>
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	<p><b>Your questions answered</b>  Children learn:  - where to find support and advice when they need it  Children:  - can use appropriate language to discuss and relationships and growing up with confidence  - can identify sources of information, support and advice for children and young people</p>	
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### v) Curriculum organisation

Pupils receive their entitlement for SRE through a spiral curriculum which demonstrates progression. The SRE programme is delivered through a variety of opportunities including:

- designated SRE time
- use of external agencies/services
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies
- enrichment days

### vi) Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community to support SRE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority and we recognise and value its contribution to the SRE programme.

Before involving visitors in any aspect of SRE, teachers should ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the checklist (Appendix 1) will be used with the visitor to ensure success

### Monitoring and evaluating visitors' and external agencies' contributions

- Use of Appendix 1

### vii) Inclusion, equality and diversity

All pupils, whatever their experience, background and identity, are entitled to quality SRE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full SRE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. SRE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

### **Responding to pupils' diverse learning needs:**

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

### **Ethnicity, religion and cultural diversity:**

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

### **Single gender groups:**

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and pupils both on what is included, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about SRE, and help to ensure that pupils receive the SRE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single sex groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

### **Special educational needs and learning difficulties:**

SRE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive SRE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

### **Sexual identity and sexual orientation:**

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that SRE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. All sexual health information will be inclusive and will include LGBT people in case studies, scenarios and role-plays. We will ensure boys and girls can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions.

We will consult with parents/carers when developing the SRE policy and programme in order to reassure them of the content and the context in which it will be presented.

### **Pupils who are new to English**

The school will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the SRE provision and resources.

## **viii) Resources**

We use primarily the Leeds PSHE scheme of work SRE modules and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them.

We use children's books, both fiction and non-fiction, extensively within our SRE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

Key texts and resources we will use for SRE are:

- Channel 4 - Living & Growing series
- Resources as identified in the medium term plans for the SRE modules
- Leeds PSHE Scheme of Work SRE modules (available from the Health and Wellbeing Service)

## **ix) Learning environment and additional non-negotiable ground rules**

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of SRE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop a set of non-negotiable rules for lessons and discussions related to SRE. If pupils are to benefit fully from an SRE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two

key areas: they need to feel safe and be safe. A set of additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the box for later.
- Don't name names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

We will develop these ground rules through:

- **For younger pupils** a circle time activity can be used to develop ground rules. For example, pupils are asked to name a game they like to play and then imagining an alien has landed on earth. How would the alien know how to play the game and what rules apply? Go round the circle naming rules from the game, and then discuss what it feels like when someone does not follow the rules. Why are rules helpful? This then leads into ground rules for when the pupils are learning together in SRE. Makaton and pictures can be used to support written ground rules.
- **For older pupils**, put pupils into groups, give everyone a card or sticky note and ask them to write down one rule that would make them feel more comfortable working together in SRE lessons. Pupils then discuss in their groups and prioritise the rules. Each group puts forward 3–5 rules on a large sheet of paper displayed for everyone to discuss. From these suggestions hold a class vote.

Once a working agreement has been made it should be referred back to and displayed during SRE lessons.

## **x) Assessment, recording and reporting in SRE**

We assess pupils' learning in SRE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress within SRE.

Assessment methods:

- baseline or pre-assessment (essential for needs-led SRE)
- assessment is built into the SRE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school

- pupil progress and achievement is reported to parents/carers

## **xi) Monitoring and evaluation**

### **Monitoring activities:**

- recording of pupil attendance in SRE lessons
- effective PSHE leadership with a system of lesson observations and peer support
- a system for regular review of the SRE policy and programme
- pupil and staff interviews/questionnaires
- samples of pupils' work

## **12. Confidentiality in the context of SRE lessons**

The nature of SRE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in SRE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in an SRE lesson include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

## **13. Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to SRE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.



**APPENDIX 1      Checklist**

**During and after visit**

<b><u>Joint Evaluation Form</u></b>		
Please fill this in together where possible		
Aim of session:		Session date:
		Time:
Agency:		Year group:
School:		Class:
Question	Scale 1 - 10	How do you know?
1. How well did the programme meet the needs of the pupils?		

2. How well has the work developed the skills of pupils to manage their wellbeing?		
3. How well has the input contributed to the SRE programme?		
4. Has there been an impact on staff skills and confidence?		
5. How well did the pre-planning support the session / visit?		
6. How will be the work be continued and / or adopted into the Schemes of Work next year?		
7. Were there any elements that could be improved in the future?		
8. Any other comments?		
Please keep a copy for your records.		

## **APPENDIX 2**

Dear .....

### **Our PSHE & SRE Programme in Year ... / Key Stage ...**

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

Sex and Relationship Education (SRE) is an important part of the PSHE course. We will be teaching lessons about SRE in the .... term which will include topics such as (*puberty; relationships and communication skills; Child Sexual Exploitation (CSE); Female Genital Mutilation (FGM); body image; sexting and social media; domestic violence, consent.*) During the course, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

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

Many parents and parent-related organisations support good quality SRE in school. Parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

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

Yours sincerely,

## **Sex and Relationships Education – Frequently Asked Questions**

### **What are the aims of SRE in our school?**

Depending on the age of the children and the lessons in their particular year group, we want SRE to:

- *develop the confidence to talk, listen and think about their feelings and relationships*
- *develop friendship/relationship skills*
- *develop positive attitudes, values and self esteem*
- *provide knowledge and understanding about puberty and the changes that will take place*
- *provide knowledge and understanding about reproduction and sexuality*
- *address concerns and correct misunderstanding that children may have gained from the media and peers*
- *develop skills to help children protect themselves against unwanted sexual experience*
- *know where and how to seek help.*

### **Can you explain the school's SRE Morals and Values Framework?**

SRE follows the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. SRE will be delivered within the school's agreed equal opportunities framework.

SRE will support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Pupils will be encouraged to understand that thinking about morals and values also includes:

- *respect for self and others*
- *commitment, trust and love within relationships understanding diversity regarding religion, culture and sexual orientation honesty with self and others*
- *self-awareness*
- *exploration of rights, duties and responsibilities.*

### **Misunderstandings about SRE**

There is sometimes concern that SRE in school might promote sexual activity or cause confusion about an individual's sexuality. The research on quality SRE points to a more positive outlook: 87 programmes from many countries were examined by UNESCO in 2009. This led to the conclusion that if SRE has an effect it is a positive one: '*sexuality education can lead to later and more responsible sexual behaviour or may have no discernible impact on sexual behaviour*'.

In the UK the research is even more positive. Analysis by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who said that lessons at school were their main source of information about sex were more likely to have started having sex at a later age than those for whom parents or other sources were their main source. Schools have an important role to play in SRE.