

**Cambridgeshire School**

**Sex and  
Relationships  
Education (SRE)  
Policy**



# Sex and Relationships Education (SRE) Policy

## Contents

### Section 1 The Context of our SRE Policy

- a) Our Shared Beliefs about SRE
- b) Entitlements
- c) The Wider Agenda

### Section 2 Our SRE Policy

- a) Introduction
- b) Our Aims for SRE
- c) Delivering Our SRE Curriculum
- d) Responsibilities for Curriculum Delivery and Policy Implementation
- e) Teaching Methodologies
- f) Inclusion
- g) Resources
- h) Use of Visitors to Support SRE
- i) Confidentiality
  - 1) Safeguarding and Child Protection
  - 2) Sexually Active Pupils
- j) Staff Training
- k) Role of Governors
- l) Pupil Participation
- m) Working with Parents/Carers and our School Community
- n) Monitoring, Evaluating and Reviewing Our SRE Policy
- o) Glossary

### Section 3 Sensitive Issues

- a) Puberty
- b) Contraception
- c) Abortion
- d) STI's and HIV/AIDS
- e) Sexual Identity and Sexual Orientation

### Section 4 Appendices

- a) The National Picture on SRE
- b) [School Curriculum for SRE](#)

## Section 1

# The Context of our Sex and Relationships Education Policy

### a) Our Shared Beliefs about SRE

In our school we believe:

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

### b) Entitlements

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

**Children** are entitled to:

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

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

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

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

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when SRE is taught
- Understand their rights and responsibilities in relation to SRE policy and curriculum

- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

### **c) The Wider Agenda**

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

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

## Section 2

# Our Sex and Relationships Education Policy

### a) Introduction

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

- *We promote a healthy, safe and caring environment for all pupils and staff.*
- *We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.*
- *We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.*
- *We prepare our pupils to confidently engage with the challenges of adult life.*
- *We provide sufficient information and support to enable our pupils to make safe choices.*
- *Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.*
- *We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.*
- *We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.*

Other school policies are relevant to our provision of SRE: *PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality, Staff Health and Wellbeing, Healthy Schools.*

This SRE Policy will be made available to staff *in their policy folders/ on the school network/ on the school website.*

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000) and recent supplementary guidance 'SRE for the 21<sup>st</sup> Century' Feb 2014. Our

Policy reflects the view of SRE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010), that children need high quality SRE, so they can make wise and informed choices. Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: *Social and Emotional Aspects of Learning (SEAL) Programme, continuing work within the Primary Personal Development Programme, developing as a health promoting school*

Our SRE policy is the responsibility of the governing body and has been developed *through discussion with staff/ by a working party representing staff, parents and governors/ by the PSHE Co-ordinator with the support of the PSHE governor/Head teacher and reviewed by staff.* It was discussed and ratified by the school governors on 15/01/15.

### b) Our Aims for SRE

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

- *develop interpersonal and communication skills*
- *develop positive values and a moral framework that will guide their decisions and behaviour*
- *develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children*
- *respect themselves and others, their views, backgrounds, cultures and experiences*
- *develop loving, caring relationships based on mutual respect*
- *name the private parts of the body confidently and communicate with trusted adults to keep themselves safe*
- *understand the process of human reproduction*
- *understand the reasons for and benefits of delaying sexual activity*
- *be prepared for puberty and the emotional and physical effects of body changes*
- *understand the attitudes and skills needed to maintain their sexual health*

- *recognise and avoid exploitative relationships*
- *have opportunities throughout their schooling to address SRE in an age-appropriate way*
- *value, care for and respect their bodies*
- *access additional advice and support.*

### c) Delivering our SRE curriculum

Our Curriculum for SRE (see Appendix A) describes the elements which will be taught. *State whether your curriculum is consistent with the National Curriculum 2014, non-statutory guidance from the PSHE Association, DfE and OfSTED guidance and whether it reflects best practice described by the Sex Education Forum.* Some elements of our SRE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty and reproduction) and some parts are based on non-statutory *guidance from the PSHE Association.*

We consider SRE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of SRE.

The objectives of the SRE Curriculum will be taught in:

- PSHE through *designated lessons, circle time, focused events, health weeks, SEAL*
- Other Curriculum areas, especially *Science, English, RE and PE*
- Enrichment activities, especially *our assembly programme, SEAL programme, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.*

Specific Units of Work on SRE are planned into our teaching programme *every year/ every other year/ in YR/Y1/Y2/Y3/Y4/Y5/Y6.* (As described in our *PSHE Topic Map/ Personal Development Programme Plans*). *Specific content on Puberty will be taught in Year 5 and revisited in Year 6, meeting our duty (SRE Guidance 2000) to teach about puberty before children reach that stage.*

We understand that at times children 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 children more effectively, we will use team teaching where this enables us to best use teacher expertise.* We will ensure there are positive educational reasons for each method of delivery.

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

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by *class teachers/ PSHE specialist teacher.*
- Those delivering SRE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the *PSHE Co-ordinator.*
- The *PSHE Co-ordinator* is responsible for reviewing and evaluating SRE at our school. The *PSHE Co-ordinator* will report to the *Head Teacher* in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for SRE' by the *PSHE Co-ordinator* who will, with support, *provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the SRE curriculum.*
- Governors hold responsibility for the SRE Policy and will be assisted in monitoring its implementation by *the PSHE Co-ordinator/ Head Teacher/ Staff.*

### e) Teaching Methodologies

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

already used in the classroom. They will cover the following areas:

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

**Answering Questions:** We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

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

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

## f) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to SRE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering SRE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

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

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

## g) Resources

We will primarily use the *State Resources Used* when planning and delivering the SRE Curriculum. We will avoid a 'resource-led' approach to delivering SRE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for SRE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product

- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for SRE.

## **h) Use of visitors to support SRE**

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

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

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

## **i) Confidentiality**

In our school we have a [clear and explicit Confidentiality Policy](#), which is shared with staff, pupils and parents/carers. *This Policy is communicated to parents/carers in the School brochure/website.* The policy states that:

- Staff are unable to offer absolute confidentiality.

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

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

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

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

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

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

## **j) Staff Training**

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

## **k) Role of Governors**

This policy describes the governors' views on how SRE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the SRE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the SRE Policy will appear *annually* on the agenda of a governors' meeting. *The Policy will be made available at the Annual Governors' Meeting for parents/carers and a link governor for PSHE (including SRE) will be nominated.*

## **l) Pupil Participation**

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

- a. *We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.*
- b. *We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities*
- c. *We will encourage children to ask questions as they arise by providing anonymous question boxes.*
- d. *We will ask children to reflect on their learning and set goals for future learning.*
- e. *We will consult children (e.g. through School Council) 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**

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about SRE from their parents and carers.

Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- a. *Informing parents and carers by letter or leaflet of forthcoming SRE topics*
- b. *Inviting parents to learn more about resources and activities used in SRE*
- c. *Gathering parents' views on the SRE Policy and taking these into account when it is being reviewed*
- d. *Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus/website*
- e. *Providing supportive information about parents' role in SRE*

- f. *Inviting parents to discuss their views and concerns about SRE on an informal basis.*

*Parents and carers will be given access to this Policy on request. It will also be available on the school website/in the Parents' Policy folder in the school Office.*

Parents and carers have the right to withdraw their children only from all or part of those elements of SRE which are not included in the statutory national curriculum Programmes of Study for Science. They are able to withdraw their children from those elements which fall within the non-statutory guidance for PSHE. The school will make alternative arrangements for children whose parents or carers withdraw them.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the *Head Teacher* to discuss the matter. The curriculum in Appendix A will be used to guide the discussion to explain clearly which areas of SRE are statutory and which are non-statutory. *Parents or carers will be asked to reconfirm their decision to withdraw each time SRE is planned for their child's class/year group.*

## **n) Monitoring, Evaluating and Reviewing our SRE Policy**

Monitoring and evaluation of the Policy is the responsibility of the *governing body*. Information will be gathered from the *Head Teacher, the PSHE Co-ordinator and parents* to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for SRE' (4a).

The Policy will be formally reviewed every three years. The next review will take place in 2018.

## **o) Glossary**

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

**AIDS:** Acquired Immune Deficiency Syndrome

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

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

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

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

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

**School:** Any educational establishment

**SRE:** Sex and Relationships Education

**STI:** Sexually Transmitted Infection

**Visitor:** Someone who is not a member of school staff, who contributes to the planned provision of SRE or offers another service, such as giving advice or support. A visitor may be a member of another organisation (e.g. health professional, youth worker) or an individual (e.g. parent with a new baby).

## Section 3 Sensitive Issues

### a) Puberty

**Primary:** We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

**Special:** 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.

### b) Contraception

**Primary:** We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in

discussion with adults or their peers. We will refer to guidelines for responding to these questions in 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.

Make a statement about any places where contraception is a planned part of your Sre curriculum, for example at Y6.

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. Sexual activity under 13 is always a matter of Safeguarding and Child Protection.

**Special:** 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 adults 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 Safeguarding and Child Protection policies.

Those delivering the 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.*

## **c) Abortion**

**Primary:** *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.*

**Special:** *Some of our young people may be 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 their parents/carers 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) Sexually Transmitted Infections (STIs) and HIV/AIDS**

**Primary:** *We will not teach directly about the effects of STI's, however elements of our SRE and Science Curricula will prepare the ground for this explicit teaching later e.g. by discussing some issues around HIV/AIDS. We will discuss the different ways any disease might be spread and steps a child might take to reduce this. Some children will be aware of STI's or HIV/AIDS and may ask questions about them 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.*

**Special:** *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.*

## **e) Sexual Identity and Sexual Orientation**

**Primary:** *We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter 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.*

**Special:** *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. 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.*

## Section 4 Appendix A The National Picture on SRE

### Foundation Stage (Age 4 - 5)

<p><b>Early Learning Goals (2012)</b></p>	<p><b>Health and self-care:</b> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>Managing feelings and behaviour:</b> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Making relationships:</b> children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The world:</b> children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
---	--

### Key Stage 1 (Year 1/2)

<p><b>Statutory Science Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• Y2 notice that animals, including humans, have offspring which grow into adults</li> <li>• Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	
<p><b>Non-statutory PSHE Curriculum most relevant to SRE (PSHE Assoc 2013)</b></p>	<ul style="list-style-type: none"> <li>• about the process of growing from young to old and how people's needs change</li> <li>• about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>• the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>• about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> <li>• the importance of and how to maintain personal hygiene</li> <li>• how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</li> </ul>

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

<p><b>Statutory Science Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• Y2 notice that animals, including humans, have offspring which grow into adults</li> <li>• Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	
<p><b>Non-statutory PSHE Curriculum most relevant to SRE (PSHE Assoc 2013)</b></p>	<ul style="list-style-type: none"> <li>• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>• to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> </ul>	<ul style="list-style-type: none"> <li>• that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li> <li>• how their body will change as they approach and move through puberty</li> <li>• to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• about human reproduction</li> </ul>



## Key Stage 2 (Year 5/6)

<p><b>Statutory Science Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• Y2 notice that animals, including humans, have offspring which grow into adults</li> <li>• Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	<ul style="list-style-type: none"> <li>• Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>• Y5 describe the life process of reproduction in some plants and animals.</li> <li>• Y5 describe the changes as humans develop to old age.</li> </ul>
<p><b>Non-statutory PSHE Curriculum most relevant to SRE (PSHE Assoc 2013)</b></p>	<ul style="list-style-type: none"> <li>• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>• to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> </ul>	<ul style="list-style-type: none"> <li>• that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li> <li>• how their body will change as they approach and move through puberty</li> <li>• to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• about human reproduction</li> </ul>