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# SEX & RELATIONSHIPS EDUCATION (SRE) POLICY

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PILGRIM  
**PATHWAYS**  
SCHOOL

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Policy Lead:	Nadine Gooding-Hebert, Headteacher	Ownership:	Pilgrim Pathways School Management Committee
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## 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

### **c) 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 Pilgrim Pathways 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 policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000). Our Policy reflects the view of SRE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010), that children need high quality SRE, so they can make wise and informed choices. Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: Social and Emotional Aspects of Learning PSHE Programme, continuing work within the Primary/Secondary Personal Development Programme.

Our SRE policy is the responsibility of the management committee and has been developed through discussion with staff, parents and the management committee.

## **b) Our Aims for SRE**

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

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

## **c) Delivering Our SRE Curriculum**

Our Curriculum for SRE describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2000), DfE and OfSTED guidance. It also 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, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

SRE education may be delivered by teaching staff, outside visitors or by a member of the nursing team. Individual and group needs are considered and the content and delivery of the lessons carefully considered. SRE is delivered as a rolling programme at the Darwin Centre and the Phoenix in order to reach as many students as possible throughout the year.

The objectives of the SRE Curriculum will be taught in:

- PSHE through designated lessons
- Other Curriculum areas, especially Science, English, RE and PE

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.

**National days often play a role in the teaching of SRE e.g. AIDS Awareness day.**

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

- We regard it as the shared responsibility of all adults working in each unit 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 teachers.
- Those delivering SRE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the 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.
- The management committee hold responsibility for the SRE Policy and will be assisted in monitoring its implementation by the Head Teacher and PSHE Coordinator.

### 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.

Sex Education at the **Darwin Centre** and the **Phoenix Centre** has to be handled with sensitivity due to the vulnerability of the students attending these centres. To this end the teaching staff liaise with the nursing team to decide when and who it is appropriate for. Programmes are delivered either in small supportive groups or on a one to one basis according to individual needs.

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

#### **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 have worked particularly with Diverse a Cambridge based charity who deliver SRE to secondary school students.

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 CRB 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. Especially those areas concerned with confidentiality and sensitivity.**
- All lessons will be planned in direct liaison with the Class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand.

- The contributions of visitors will be regularly monitored and evaluated.

### **i) Confidentiality**

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 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.

### **ii) 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.

### **iii) Sexually Active Pupils**

In order to create a safe learning environment for effective SRE, we will establish ground rules and use of distancing techniques to facilitate discussion. If a young person, especially one under 16, indicates to an adult that he or she is sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or other trusted adults, and will be offered guidance and support in doing this.
- We will inform young people of where they can obtain confidential support and information.
- The young person will be given clear information about where contraception and sexual advice may be assessed.
- Careful judgements will be made as to whether the sexual activity is a child protection issue.

Any adult in the Pilgrim Pathways School who is uncertain as to whether a disclosure of intended or current sexual activity constitutes a safeguarding matter, will contact the designated person for further advice.

### **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 Management Committee**

This Policy describes the management committee's views on how SRE will be delivered in addition to requirements of the National Curriculum. Parents of pupils at the Pilgrim Pathways School trust that SRE will be delivered sensitively and in consideration of other group members and their experiences. The management Committee will review the policy every three years.

### **l) Pupil Participation**

We will involve children in the evaluation and development of their SRE in ways appropriate to their age. a. We will engage the children in assessment activities to establish their development needs.

b. We will encourage children to ask questions as they arise by providing anonymous question boxes.

c. We will ask children to reflect on their learning and set goals for future learning.

d. 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) 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. Parents of pupils at the Pilgrim Pathways School trust that SRE will be delivered sensitively and in consideration of other group members and their experiences.

We seek to work in partnership with parents and carers when delivering SRE. We will encourage this partnership by Informing parents and carers by letter of forthcoming SRE topics

Parents and carers will be given access to this Policy on request. It will also be available on the school website. **A simple information sheet will be given out to parents on admission.**

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.

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

Monitoring and evaluation of the Policy is the responsibility of the management committee. Information will be gathered from the Head Teacher, Teachers in Charge 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).

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

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

### **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 Primary

### 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 discretely, in a helpful way without embarrassment.

### 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 '6A Answering Children's SRE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught SRE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated 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.

### 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.

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

**Primary:** We will not teach directly about 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.

#### **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.

### **Section 3 – Sensitive Issues – Secondary**

#### **a) Puberty**

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

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

#### **b) Contraception**

We recognise that young people need accurate information about contraception and delaying sexual activity. Teaching about contraception and sexually transmitted infections is required by the Education Act 1996. We include teaching about contraception according to the SRE Curriculum in our PSHE programme, enabling young people to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly. Including a variety of possible sexual relationships and the various contraception methods that can be used within those relationships.

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 child protection policies.

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

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

### **c) Abortion**

Most young people are aware of abortion and many 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 teenage pregnancy and the responsibilities of parenthood in moral contexts. This is described in the Curriculum for SRE.

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

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

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

We recognise that there is an increase in the rate of infection from STI's and HIV/AIDS, especially in the 16-19 age group. We will teach about STI's and HIV/AIDS in KS3 and KS4, as described in the Curriculum for SRE. We recognise the relationship with strong teaching about contraception.

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

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

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

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

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

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

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

## Section 4

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

#### Education

#### Foundation Stage

Age 4-5	Early Learning Goals	<ul style="list-style-type: none"> <li>Find out about and identify some features of living things and objects and events they observe</li> <li>Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others</li> <li>Form good relationships with adults and peers</li> <li>Dress and undress independently and manage their own personal hygiene</li> </ul>			
	The following section gives the questions our children will engage with as part of our planned SRE provision. These areas will be covered using the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.				
	Knowledge (PSHE)		Skills (PSHE)		Attitudes (PSHE)
	<ul style="list-style-type: none"> <li>What does my body look like?</li> <li>How has my body changed as it has grown?</li> <li>Who are the members of my family and trusted people who look after me?</li> </ul>		<ul style="list-style-type: none"> <li>What differences and similarities are there between our bodies?</li> <li>How can I look after my body and keep it clean?</li> </ul>		<ul style="list-style-type: none"> <li>What can my body do?</li> <li>How am I learning to take care of myself and what do I still need help with?</li> <li>How do I feel about growing up?</li> </ul>
	Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.				
Knowledge (PSHE)		Skills (PSHE)		Attitudes (PSHE)	
<ul style="list-style-type: none"> <li>Who is my family and how do we care for each other?</li> <li>Who are the different people who make up a family?</li> <li>How do I know if something is safe or unsafe?</li> </ul>		<ul style="list-style-type: none"> <li>How can I be a good friend?</li> <li>Can I recognise and show my emotions?</li> <li>Can I recognise emotions in other people and say how they are feeling?</li> <li>Can I say 'No' if I feel unsure about something and it does not feel safe or good?</li> </ul>		<ul style="list-style-type: none"> <li>What things are especially important to my family and me?</li> <li>What do I think I have to keep safe from?</li> </ul>	

Key Stage 1 (Year 1/2)

Statutory Science Curriculum	<ul style="list-style-type: none"> <li>• that animals, including humans, move, feed, grow and reproduce</li> <li>• that humans and other animals can produce offspring and these grow into adults</li> <li>• recognise and compare the main external parts of the bodies of humans and other animals</li> <li>• recognise similarities and differences between themselves and others, and to treat others with sensitivity</li> </ul>	
Non-statutory PSHE Curriculum most relevant to SRE	<ul style="list-style-type: none"> <li>• About the process of growing from young to old and how people’s needs change</li> <li>• The names of the main parts of the body</li> <li>• Rules for, and ways of, keeping safe...and about people who can help them to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>To recognise how their behaviour affects other people</li> <li>To identify and respect the differences and similarities between people</li> <li>That families and friends should care for each other</li> </ul>

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Year 1/2. These areas will be covered using the CPPDP Units Sex and Relationships SR1 and SR2. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>• <b>What are the names of the main parts of the body?</b></li> <li>• How can I keep my body clean?</li> <li>• How can I stop common illnesses and diseases spreading?</li> <li>• <b>How do babies change and grow?</b></li> <li>• What do babies and children need?</li> </ul>	<ul style="list-style-type: none"> <li>• What can my body do?</li> <li>• How have I changed since I was a baby?</li> <li>• What are my responsibilities now I’m older?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I understand how amazing my body is?</li> <li>• When am I in charge of my actions and my body?</li> </ul>

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
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- What are risky situations and how can I keep myself safer?
- What healthy choices can I make?
- **What are some of the similarities and differences between me and others?**  
Who looks after me and what are their responsibilities?
- Do I understand what good and bad secrets might be?

- Can I name some different feelings? How can I stand up for myself?  
How can I negotiate to sort out disagreements?
- Can I describe what a friend is and does?  
How do I cope when friendships change?

- How do my feelings and my actions affect others?
- Who is in my family and how do we care for each other?
- Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?

Key Stage 2 (Year 3/4)

Statutory Science Curriculum	<ul style="list-style-type: none"> <li>that the life processes common to humans and other animals include nutrition, movement, growth and reproduction · about the main stages of the human life cycle</li> <li>that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful [for example, in causing disease].</li> </ul>	
Non-statutory PSHE Curriculum most relevant to SRE	<ul style="list-style-type: none"> <li>To recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</li> <li>About how the body changes as they approach puberty</li> <li>To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable</li> <li>That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of view</li> </ul>	<ul style="list-style-type: none"> <li>That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> <li>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</li> <li>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> </ul>

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Year 3/4 These areas will be covered using the CPPDP units Sex and Relationships SR3 and SR4. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li><b>How are males and females different and what are the different parts called?</b></li> <li><b>What are the main stages of the human life cycle?</b></li> <li><b>How do different illnesses and diseases spread</b> and what can I do to prevent this?</li> </ul>	<ul style="list-style-type: none"> <li>Why is it important to keep clean?</li> <li>What am I responsible for now and how will this change?</li> <li>What can I do for myself to stay clean and how will this change in the future?</li> </ul>	<ul style="list-style-type: none"> <li>What can my body do and how is it special?</li> <li>How do parents and carers care for babies?</li> <li>What does it mean to be ‘grown up’?</li> </ul>

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>What risks are there to my safety, my friendships and my feelings?</li> <li>What are some of the different lifestyles and beliefs people have?</li> <li>When might I need to break a promise or tell a secret?</li> <li>What changes have I already experienced and might I experience in the future?</li> </ul>	<ul style="list-style-type: none"> <li>How can I communicate my emotions?</li> <li>How can I cope with difficult emotions?</li> <li>How do I cope when relationships change?</li> </ul>	<ul style="list-style-type: none"> <li>How can I have a healthy lifestyle?</li> <li>How am I changing as I grow up?</li> </ul>



Key Stage 2 (Year 5/6)

Statutory Science Curriculum	<ul style="list-style-type: none"> <li>that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> <li>about the main stages of the human life cycle</li> <li>that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful [for example, in causing disease].</li> </ul>	
Non-statutory PSHE Curriculum most relevant to SRE	<ul style="list-style-type: none"> <li>To recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</li> <li>About how the body changes as they approach puberty</li> <li>To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable</li> <li>That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of view</li> </ul>	<ul style="list-style-type: none"> <li>That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> <li>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</li> <li>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> </ul>

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Year 5/6 These areas will be covered using the CPPDP units Sex and Relationships SR5 and SR6. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li><b>What are male and female sexual parts called and what do they do?</b></li> <li><b>What happens to the bodies of boys and girls when they reach puberty?</b></li> <li>How can the spread of viruses and bacteria be stopped?</li> <li>What is HIV?*</li> <li><b>How are babies made?</b></li> </ul>	<ul style="list-style-type: none"> <li>How can I keep my growing and changing body clean?</li> <li>How can I express my feeling positively as I grow up?</li> <li>What should adults think about before they have a baby?</li> </ul>	<ul style="list-style-type: none"> <li>What influences my view of my body?</li> <li>What are families like?</li> <li>When am I responsible for how others feel?</li> </ul>

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
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- What are the different consequences for taking physical, social and emotional risks?
- What does being healthy mean and what are the benefits?
- What different kinds of families are there?
- How are my friendships and relationships changing?

- How do I manage strong emotions?
- How do I recognise how other people feel and respond to them?
- How can I share my views effectively and negotiate with others to reach agreement?

- How can I show respect for different views, lifestyles and beliefs?
- What can I do when I realise I'm in a bad mood?
- When am I responsible for my personal safety?

• \*ref 'Sex and Relationships' OfSTED 2002 (HMI 433)

## Appendix A - The Curriculum for Sex and Relationships

### Education

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

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

<ul style="list-style-type: none"> <li>the sources of advice and support</li> <li>meaning of confidentiality in school health settings</li> <li>how good relationships can promote mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>develop skills of assertiveness in order to resist peer pressure and stereotyping</li> <li>develop empathy with the core values of family life in all its variety of forms</li> <li>recognize the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.</li> </ul>	<ul style="list-style-type: none"> <li>how they see themselves affects their self-confidence and behaviour</li> <li>the unacceptability of prejudice and homophobic bullying</li> </ul>
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*Key Stage 4 (Year 10/11)*

Age 14-16+	Science Curriculum	<ul style="list-style-type: none"> <li>the way in which hormonal control occurs, including the effects of the sex hormones</li> <li>some medical uses of hormones including the control and promotion of fertility</li> </ul>	<ul style="list-style-type: none"> <li>the defence mechanisms of the body</li> <li>how sex is determined in humans</li> </ul>
	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>how HIV and other sexually transmitted infections affect the body</li> <li>the link between eating disorders and self-image and sexual identity</li> <li>the risks of early sexual activity and the link with the use of alcohol</li> <li>in the context of importance of relationships, how the different forms of contraception work and where to get advice in order to inform choices</li> <li>the law in relation to sexual activity for young people and adults</li> <li>the qualities of good parenting and its value to family life</li> </ul>	<ul style="list-style-type: none"> <li>recognize the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice</li> <li>manage emotions associated with changing relationships with parents and friends</li> <li>recognize exploitation and abuse relationships and avoid being exploited or exploiting others</li> <li>demonstrate understanding of how to protect themselves from unintended/unwanted conceptions and sexually transmitted infections including HIV</li> <li>deal with changing relationships in a positive way, showing goodwill to others and showing strategies to resolve disagreements peacefully</li> </ul>	<ul style="list-style-type: none"> <li>their developing sense of sexual identify and feel confident and comfortable with it</li> <li>how personal, family and social values influence behaviour</li> <li>the arguments around moral issues such as abortion; contraception and the age of consent</li> <li>the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both</li> <li>the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.</li> </ul>	

	<ul style="list-style-type: none"><li>• the role of statutory and voluntary organizations and how to access them</li><li>• how their own identity is influenced by both their personal values and those of their family and society</li></ul>	<ul style="list-style-type: none"><li>• develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
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