



Sex and Relationships Education Policy

Allerton CE Primary takes its responsibility to provide relevant, effective and responsible Sex Relationships Education (SRE) to all of its pupils as part of the school's Personal, Social, Health Education (PSHE) curriculum very seriously. The school wants parents/carers and pupils to feel assured that SRE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the SRE provision.

Context – why SRE is Important in our School

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

- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- SRE plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all children to receive high quality SRE in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

National Curriculum

SRE plays an important part in fulfilling the statutory duties the school has to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

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

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

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

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

Development Process

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

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

This policy was drafted by PSHE Leader in consultation with the Healthy Schools consultant and the Head teacher. Parents/carers were consulted through the SRE parent's workshop, and the draft policy was made available to view and comment on during parents evening. Teaching and non-teaching staff were consulted through staff meetings, and pupils were consulted through school council. The draft policy was sent to all Governors to read and comment on. This policy has been approved and adopted by the head teacher and Governing Body. The member of staff responsible for overseeing and reviewing this policy is: Sheryll Carter. It will be reviewed briefly annually and in full every two to three years.

Location and Dissemination

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office. This is also a shortened version of this policy which has been edited through parent consultation.

Definition

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

SRE Guidance DfEE 2000

Policy Relationship to Other Policies

This policy links to:

- Child Protection/Safeguarding Children
- Equal Opportunities
- SEN and disability
- Positive Behaviour
- Anti-bullying
- Race Related Incidents
- Visitors in School
- Science
- Internet Access
- First Aid
- School Attendance

Overall School Aims for SRE

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

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

Attitudes and values:

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

Personal and social skills:

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

Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships

- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

SRE Guidance DfEE 2000

In addition to this, we also aim to:

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

The aim of SRE is NOT to:

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

The Wider Context of SRE

The school's SRE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of programme
- work in partnership with other health professionals and the wider community.

SRE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school

- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

To Whom the Policy Applies

The policy applies to:

- The Head Teacher
- All school staff
- The Governing Body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles may be discussed if appropriate; this will surround discussion about what is and isn't acceptable language to use. This will be shared with parents/carers before it is delivered in class through an annual SRE meeting. The presentation for this will be available on the school website.

Agreed list of vocabulary used in school: See appendix

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in SRE but will have benefits for the whole school community, both in and out of lessons. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word 'gay' in a derogatory way is wrong and will not be tolerated. Any such incidents will be reported, by the Head Teacher, to the local authority.

Answering Questions

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

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse

or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with our child protection policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions, for example, 'I can only answer question on the content of this lesson' or 'that is something that may be covered later on' or 'I can't answer that question, but you could ask your parents/carers'.

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

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and explain that they will attend to it later on an individual
- staff will not provide more information than is appropriate to the age of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed.

Key Responsibilities for SRE

All staff will:

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

Lead Member/s of Staff

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

Specific responsibilities	Who
Co-ordinating the SRE provision, ensuring a spiral curriculum	SC PSHE Leader
Named governor responsible for Safeguarding	G.B.
Accessing and co-ordinating training and support for staff	Head teacher - HS
Establishing and maintaining links with external agencies/other health professionals	SC PSHE Leader/safeguarding team/Deputy
Policy development and review, including consultation	SC PSHE Leader
Implementation of the policy; monitoring and assessing its effectiveness in practice	SC PSHE Leader
Managing child protection/safe guarding issues	Safeguarding team
Establishing and maintaining links with parents/carers	SLT / Family support worker EB
Liaising with link schools to ensure a smooth transition	Learning mentor – ET Deputy - JL

The lead member/s of staff will:

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

Governors

The Governing Body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for safeguarding and child protection, who is in support of, the lead member/s of staff.

Pupils

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the SRE curriculum
- should support one another with issues that arise through SRE
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to SRE or otherwise
- will be asked for feedback on the school's SRE provision *annually* and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for SRE and taken into consideration when the curriculum is prepared for the following year's pupils.

Parents/Carers

The school will:

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

The Right to Withdraw

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

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

The school provides an information leaflet to parents/carers who do withdraw their children. Support materials for home use will also be provided. Parents/carers who do withdraw their children will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include *[insert possible consequences in the context of your school, for example, 'If a pupil is withdrawn from the SRE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be. They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation. Pupils may also be stigmatised for not being included in these sessions. Ofsted figures show that about only four children will be withdrawn in every ten thousand (0.04%)].* Parents/carers must stipulate how their child will receive this content. The school's arrangements for pupils withdrawn from SRE are *[insert school provision; these should be purposeful activities]*

The School Nurse

We are currently investigating how we can use the services of the School nurse to support the needs of our pupils.

Staff Support & CPD

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

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

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- training and support is organised by *[insert role]* who may choose to liaise with *[insert role]*
- staff involved in teaching SRE will be given support and training where necessary, depending on their needs
- the Health and Wellbeing Service will support in meeting staff CPD needs through *training courses, workshops and support meetings.*

SRE Provision

Statutory Aspects of Sex Education within the National Curriculum Science

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

National Curriculum Science:

Key Stage 1:

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

Key Stage 2:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Key Stage 3:

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

Key Stage 4:

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

Additional Intended Learning Outcomes for SRE

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

By the end of Key Stage 1:

Pupils will be able to:

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

Pupils will know and understand:

- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing

Pupils will have considered:

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

By the end of Key Stage 2:

Pupils will be able to:

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

Pupils will know and understand:

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

Pupils will have considered:

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

The Needs of Pupils

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

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g. the My Health My School Survey)
- pupil focus groups formed specifically for SRE
- older pupils reviewing the SRE programme for younger pupils
- pre and post assessment activities for SRE
- school council meetings
- full class consultation activities which ensure all pupils have a voice in the process

Topics to be covered

See appendix

Curriculum Organisation

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

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

Working with Visitors and Other External Agencies

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

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

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions

- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the guidelines and checklist (Appendix 1a and 1b) should be used with the visitor to ensure success

Inclusion, Equality and Diversity

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

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

Responding to Pupils' Diverse Learning Needs:

Considerations will be made for:

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

Ethnicity, Religion and Cultural Diversity:

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

Single Gender Groups

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and pupils both on what is included, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about SRE, and help to ensure that pupils receive the SRE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships.

Special Educational Needs and Learning Difficulties:

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

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

Sexual Identity and Sexual Orientation:

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

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

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

Pupils who are New to English

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

Resources

We use primarily [insert scheme or work/programme of study] and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them (see checklist below).

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

Key texts and resources we will use for SRE are:

- Channel 4 - Living & Growing series
<https://shop.channel4learning.com/?page=shop&pid=26651>

- 4Boys4Girls resource leaflets
- Puberty bag
- Resources as identified in the medium term plans for the SRE modules
- Ealing PSHE Scheme of Work SRE modules

Learning Environment and Additional Non-Negotiable Ground Rules

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

In addition to the ground rules used in PSHE, we will develop a set of non-negotiable rules for lessons and discussions related to SRE. If pupils are to benefit fully from an SRE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. A set of additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- We will not gossip about the lesson but we will talk to someone we trust if we feel there's a need to get help.
- It's not OK to ask personal questions of each other or the teacher or use names but we can put questions in the box for later.
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

Assessment, Recording and Reporting in SRE

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

Assessment methods:

- baseline or pre-assessment (essential for needs-led SRE)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the SRE programme to inform planning
- summative assessment takes place at the end of each unit and is recorded using the same criteria throughout school (commencing, developing, secure, advanced, deep)
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes

- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- QCA End of Key Stage Statements are used to assess progress in SRE
- pupil progress and achievement is reported to parents/carers through PSHE comments

Monitoring and Evaluation

Monitoring activities:

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

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall SRE programme
- teacher and pupil evaluation of resources
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work

Safeguarding and Child Protection

If a member of staff is delivering SRE to a pupil that is thought to be 'at risk', they will seek advice from the safeguarding team.

Confidentiality in the Context of SRE Lessons

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

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

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

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

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

Liaison with Other Schools

During the annual cluster training day, the PSHE Leader is able to liaise with other PSHE leaders from the local area. This provides an opportunity to discuss schemes of work and good practice and ensures a level of consistency throughout the cluster.

Support

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

Advice and Treatment

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information. The school's **first aid policy** covers protection for all school members against infection from blood-borne viruses.

Complaints

Parents/carers who have complaints or concerns regarding the SRE provision should contact the school and follow the school's complaints policy.

Liaison with Local Media

Please contact the press and media office on: 0113 247 4713

Overview of SRE Curriculum

F	Making relationships
Y1	Keeping clean; Growing and changing; Families and care; Naming the body parts
Y2	Differences: boys and girls; Differences: male and female; Naming the body parts
Y3/Yr4	Differences: male and female Personal space; Family differences
Y5	Talking about puberty; Male and female changes; Puberty and hygiene
Y6	Puberty and reproduction; Relationships and reproduction; Conception and pregnancy; Being a parent

Year Group Vocabulary

Year 1	Year 2	Year 3 and 4	Year 5	Year 6
Washing	Similar	Similar	puberty	Vagina, Penis, Womb, Egg,
Brushing teeth	Different	Different	vagina	Sperm
Get dressed	Sex (are you a girl or boy)	Male	penis	Conception, Fertilisation
Clean		Female	moods	Pregnancy
Teeth	Gender roles	Body parts	menstruation	Sexual intercourse
Decay	Stereotypes	Penis	periods	Embryo
Bacteria	Boy	Vagina	tampons	Umbilical cord
Brushing	Girl	Comfortable	sanitary towels	Foetus, Uterus, Cervix,
Regularly	Male	Uncomfortable	wet dreams	Clitoris
Dentist	Female	Like	semen	Urethra, Oestrogen
Boy	Penis	Dislike	erection	Vulva, Labia, Ovum, Zygote,
Girl	Vagina	Touch	sweat	Placenta
Gender	Unique	Hug	breasts	Amniotic sac
Penis	Individual	Kiss	fallopian tube	Amniotic fluid
Vagina	Special	Family	ovary	Contractions
Same	Passport	Fostering	uterus	Prostate gland
Different	Finger print	Adoption	discharge	Testosterone
Physical	Change	Relationship	pubic hair	Testicles, Scrotum
Dreams	Physical	Stereotypes	spots	Ejaculation, Penetration
Persistence	Growth	Gender roles	pubic hair	Cells, Consent
Frustrated	Skills	Relaxation	underarm hair	Love, Intimacy
Bored	Choose	Leisure	facial hair	Marriage, Baby
Healthy	Perseverance	Hobbies	Gay	Parent, Twins
	Practice	Happy	Transgender	Fostering, Adoption
		Stress	Lesbian	Consent, Relationship
		Worries	Bisexual	Heterosexual, Gay
		Healthy	Homophobic	Transgender
		Lifestyle	Transphobic	Lesbian, Bisexual
		Positive	Biphobic	Homophobic, Transphobic
		Choices		Biphobic
		Food		

March 2016

This Policy has been drawn up and written by the School Council and staff. This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body.

Drafted by: Sheryll Carter

Date: Annually