



Kibworth CE Primary School

A journey of discovery, faith, friendship and learning

Sex and Relationships Education Policy 2018-2021



Discovery Schools
Academy Trust

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Draft

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1. Aims

This policy is designed to briefly outline the Schools and Trust's approach to Sex and Relationships Education within the statutory framework as defined by the Department for Education issued under Section 80A of the Education Act 2002 – further details are in Annex A. It provides additional guidance and templates, which complement and reinforce the statutory guidance.

Our Trust aims are to ensure that:

- Sex and relationship education is taught in **all schools**.
- Sex and relationship education is understood across all governance levels and by school leaders, staff, parents and pupils.
- Our schools are a safe and happy environment for all pupils.

At Kibworth CE Primary School we believe:

- SRE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities and sex education.
- SRE is an entitlement for all young people. Difference and diversity must be considered 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.

2. Objectives

At Kibworth CE Primary School:

- 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 enough 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.

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

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

Whilst promoting values we will ensure that pupils are offered a balanced programme by enabling young people to acquire learning that will enable them to be empowered and educated to make their own informed choices by teaching them self-respect and responsibility. Educating against discrimination and prejudice.

3. Statutory Requirements

SRE is not compulsory in primary schools. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

Discovery Trust academies do teach SRE, as they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2a The Academy Trust must have regard to any Guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children. The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.

At Kibworth CE Primary School we teach SRE as set out in this policy.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000) and recent supplementary guidance 'SRE for the 21st Century'. Our Policy reflects the view of SRE contained within the Schools White Paper 'The Importance of Teaching' as it states: "It is lifelong learning about physical, moral and emotional development. It is about the importance of marriage for family life, stable and loving relationships, respect, love and care. It is 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."

4. Policy Development and related policies

This policy has been developed in consultation with trustees, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a Discovery Schools Academy Trust collaborative group of professionals, representative of 13 schools pulled together all relevant information including relevant national and local guidance .
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their SRE.
5. Trust Board consultation - all Trustees were given the opportunity to look at the policy and make recommendations.
6. Ratification – once amendments were made, the policy was shared with the Advisory Board and adopted.

Related Policies

Other school policies are relevant to our provision of SRE:

- PSHE and Citizenship
- Child Protection and Safeguarding Policy and Procedures
- Science
- DSAT IT and online safety policy
- Confidentiality
- SEND

5. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

6. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by the class teacher.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required

- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

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

Our Curriculum for SRE (see Appendix 4) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2014), 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 and reproduction) and some parts are based on non-statutory guidance from the PSHE Association.

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

The objectives of the SRE Curriculum will be taught in:

PSHE through designated lessons, circle time, focused events and health weeks. Other Curriculum areas, especially Science, RE and PE Enrichment activities, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on SRE are planned into our teaching programme every year in all year groups. Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

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.

Key Stage 1

Laying the foundations of understanding about growth and change, differences and respect for one another within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

Key Stage 2

Preparation for the changes of puberty, teaching conception and pregnancy, and expanding on how to treat each other/respect within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

6.2 Entitlements

At Kibworth CE Primary School, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

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

Teaching Staff are entitled to:

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

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

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

6.3 Teaching Methodologies

Ground Rules:

SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

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

Answering Questions:

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

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

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions, although the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion.

Staff agreed to answer questions as honestly as possible in a safe and sensitive, age appropriate way. This may involve answering the questions on an individual basis to meet the individual child's needs.

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 practice their decision-making skills in a safe learning environment. A questions box will be provided for the children to put in questions that they don't feel comfortable asking out aloud.

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 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.

Teaching:

We will primarily use Cambridgeshire PSHE Scheme of work, the PSHE Association as well as Leicestershire Healthy schools resources which are 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 our Curriculum for SRE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organization
- 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.

The content of the relationships and sex education programme.

Using the agreed materials/resources – sessions will be delivered by the class teacher.

NSPCC resources – PANTS

Growing up with Yasmine and Tom.

Growing Up DVD – BBC resource, including lesson plans.

Protective Behaviours lessons around body privacy and body parts.

A mixture of practical, interactive and formal teaching sessions will take place over the course of the year, for each year group allowing a continuous embedded and consistent approach to SRE. Evaluation forms at beginning/end of session to children and teachers.

Foundation

Introducing the body and looking after it. The concept of male and female and differences – using humans and animals. The importance of basic hygiene. Teaching skills to develop friendships and think about friendships with others.

Key stage 1

How humans grow and stay healthy, our bodies and how to look after them. Differences and respect. Growing up. Friendships. Hygiene.

Key stage 2

Yr3 - relationships/friendships differences and stereotypes, the body, looking after it, keeping healthy, keeping safe, making good choices. Respect.

Yr4 - Growing up and changing as an introduction to puberty, including timelines, reactive if the subject of death arises rather than actively teach. The body looking after it and keeping healthy. Friendships and relationships.

Yr5 - Introduction to puberty and the changes that occur including how to manage them, looking after emotions and hygiene. Relationships in the context of friendships.

Yr6 - Human lifecycles including how a baby grows in the womb. Relationships in the context of Friendships, to promote kindness. In the context of healthy and safe relationships, including on-line. Puberty in more detail, reinforcing information received in year 5. Using different materials and delivery. Include hygiene, emotions, boy and girl changes and why they happen, including wet dreams. Conception and pregnancy.

Questions on contraception, same sex relationships, masturbation, gender identity are answered in an age appropriate way if the subject arises however they are not actively taught.

6.4 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. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

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

Special: We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our SRE programme, we will be sensitive to the needs of those developing at different rates. We will ensure that our young people have different opportunities to learn about puberty and their developing sexuality and prepare themselves for it. Programmes will be tailored to individual needs.

Provision for pubertal children:

Girls who have started their periods can approach any member of staff for support or sanitary protection.

6.5 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 '6B 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. Sexual activity under 13 is always a matter of Safeguarding and Child Protection.

Special: We will teach about contraception in the context of SRE and PSHE. We will make information about sources of contraception available to pupils and use participative learning methods to ensure young people are able to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly.

We understand that adults in school are required to:

- provide education about contraception and where it can be obtained to those participating in SRE (Those

whose parents have withdrawn them from SRE must still consider how the medical use of hormones can control or promote fertility as part of the Science Curriculum)

- provide information about confidential advice and treatment services to all young people
- follow the school's Confidentiality and Safeguarding and Child Protection policies.

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

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

6.6 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.

Inclusion and differentiation included in the delivery of the sessions will be consideration of Sexual orientation, gender identity faith and culture, as part of the school's inclusion policy. Due to the diversity of families and relationships, small group work or one to one sessions will be offered to meet individual needs. Vulnerable children will be offered additional small group targeted sessions if needed.

The needs of boys as well as girls

Historically, within RSE there has been a tendency to focus more heavily on girls rather than boys. However, we will also focus on the changes that are happening to boys as well as girls, each learning about the changes that happen to each other.

Safeguarding children

Children occasionally make personal disclosures either in class or to individual teachers, if this situation arises it will be dealt with in line with the current Safeguarding Policy and procedures.

Learning styles and special needs

Some children may benefit from extra support or smaller group provision. Where this is felt necessary it will be offered.

6.7 Resources

Resources that could be used;

- NSPCC website and lessons.
- BBC growing up DVD and lesson plans CPHVA school nursing resources.
- Expect Respect education toolkit – Women’s aid.
- Betty for schools – encouraging open and honest talk about periods.
- Power-point presentations.

Yrs 5 and 6;

- Ice Breaker exercise on appropriate use of words medical terminology, exploring sanitary wear, foetuses, body board and quiz to evaluate learning.
- Evaluation forms at beginning/end of session to children and teachers.
- Egg/sperm Game on menstruation
- Worksheets to facilitate group-work and discussion.

6.8 Pupil Participation

- We will involve children in the evaluation and development of their SRE in ways appropriate to their age
- We will engage the children in assessment activities to establish their development needs, for example ‘Draw and Write’ activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- 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.

7 Roles and responsibilities

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.

7.1 The Trust board

The Trust board will approve the SRE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE
- Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

7.5 PSHE Coordinator

- The PSHE Co-ordinator is responsible for reviewing and evaluating SRE at our school. The PSHE Co-ordinator will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for SRE' by the PSHE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the SRE curriculum.
- Governors hold responsibility for the SRE Policy and will be assisted in monitoring its implementation by the PSHE Co-ordinator.

8. Involvement of Parents and their right to withdraw

Parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. We recognise that many children would prefer to receive information about SRE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- Informing parents and carers by letter of our school SRE curriculum
- Providing parents, through our website, to comment on SRE within school and voice any concerns
- Inviting parents to learn more about resources and activities used in SRE
- Gathering parents' views on the SRE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in SRE
- Inviting parents to discuss their views and concerns about SRE on an informal basis.

Parents and carers will be given access to this Policy on request. It will also be available on the school website within the 'Policy' section or from the school Office. It will be discussed in more detail at a parents' evening offered prior to the delivery of the sessions. Including resources for parents to look at and information for them to take away on how to answer their children's questions.

Parents' have the right to withdraw their children from the non-statutory components of SRE (Appendix 2).

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

9. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

10. Monitoring, Evaluating and Reviewing our SRE Policy

Monitoring and evaluation of the Policy is the responsibility of the Senior Leadership Team and the Advisory Board. Information will be gathered from the Head Teacher, the PSHE Co-ordinator and parents to inform judgements about effectiveness.

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

- 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.

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Appendix 1 - SRE Curriculum with framework references.

About this Document

This document has two main audiences. It may be shared with staff and governors to:

- develop understanding of the progression within the School SRE Curriculum
- enable a greater understanding of the breadth of SRE, those elements which are often included in SRE topics and those which are often covered in broader areas of PSHE
- clarify the overlap between the statutory National Curriculum for Science and the non-statutory guidance for PSHE.
- A version of this document which excludes the teacher facing learning objectives may be found in Section 4, Appendix A in the Cambridgeshire SRE Policy (document 3A).

SRE in the School Curriculum

Guidance PSHE 11 Sept 2013 DfE

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.'

'Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools.'

'When any school provides SRE they must have regard to the Secretary of State's guidance ; this is a statutory duty. Academies do not have to provide SRE but must also have regard to Secretary of State's guidance when they do.'

Curriculum 2014

The School Curriculum

'2.1 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, and

prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

'2.3 All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.'

'4.2 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

The National Curriculum for Science

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate.'

References

Guidance on producing your school's policy – PSHE Association 2013 WWW.SEXEDUCATIONFORUM.ORG.UK

Leicestershire Healthy Schools Programme, outline Sex and Relationships Education Policy for a Primary School

Sex and Relationship Education Guidance DfE 2000

National Curriculum SEPT 2013

Arc federation SRE policy - 2014

Every child matters - 2004 Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, development and care for children from birth to five. (DfE, 2012)

PSHE association

Department for Education. (2017) Schools to teach 21st Century Relationships and Sex Education.

Department for Education policy statement: Relationships Education, Relationships and Sex Education, And Personal, Social, Health And Economic Education. (2017)

Appendix 2

Draft

Foundation Stage (Age 4-5) - Early Learning Goals

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

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 (CPPDP) Unit My Body and Growing Up BG F.

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> What does my body look like? How has my body changed as it has grown? Who are the members of my family and trusted people who look after me? 	<ul style="list-style-type: none"> What differences and similarities are there between our bodies? How can I look after my body and keep it clean? 	<ul style="list-style-type: none"> What can my body do? How am I learning to take care of myself and what do I still need help with? How do I feel about growing up?

The following section gives the Learning Objectives included in the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.

<ul style="list-style-type: none"> To describe their own appearance and name external body parts including using agreed names for the sexual parts. To understand ways in which their body has changed since they were a baby. To understand how members of their family and other trusted people care for and look after them. 	<ul style="list-style-type: none"> To recognise similarities and differences between the bodies of girls and boys. To understand ways of looking after their body and keeping it clean. 	<ul style="list-style-type: none"> To understand and value what their bodies can do. To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. To recognise how growing up makes them feel.
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Below are questions children will engage with as part of our Wellbeing and PSHE programme

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> Who is my family and how do we care for each other? Who are the different people who make up a family? How do I know if something is safe or unsafe? 	<ul style="list-style-type: none"> How can I be a good friend? Can I recognise and show my emotions? Can I recognise emotions in other people and say how they are feeling? Can I say 'No' if I feel unsure about something and it does not feel safe or good? 	<ul style="list-style-type: none"> What things are especially important to my family and me? What do I think I have to keep safe from?

Years 1 and 2

Statutory Science Curriculum (2014)

- Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Y2 notice that animals, including humans, have offspring which grow into adults
- Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Non-statutory PSHE Curriculum (PSHE Association 2013)

- about the process of growing from young to old and how people's needs change
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- the importance of and how to maintain personal hygiene
- how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

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 (CPPDP) 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 statutory elements of the National Curriculum for Science.

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

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR1 & SR2

<ul style="list-style-type: none"> • To recognise the main external parts of the bodies of humans, including agreed names for sexual parts. • To know how to keep themselves clean. • To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. • To know that humans produce babies that grow into children and then into adults. • To understand the needs of babies and young children. 	<ul style="list-style-type: none"> • To describe what their bodies can do. • To consider the ways they have changed physically since they were born. • To consider their responsibilities now and compare these with when they were younger. 	<ul style="list-style-type: none"> • To understand that they have responsibility for their body's actions and that their body belongs to them. • To appreciate • e how amazing their body is.
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<p>Statutory Science Curriculum (2014)</p> <ul style="list-style-type: none"> • Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Y2 notice that animals, including humans, have offspring which grow into adults • Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • Y4 explore and use classification keys to help group, identify and name a variety of living things 	<p>Non-statutory PSHE Curriculum (PSHE Association 2013)</p> <ul style="list-style-type: none"> • to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • that bacteria and viruses can affect health and that following simple routines can reduce their spread • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • how their body will change as they approach and move through puberty • to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • about human reproduction
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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 (CPPDP) 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 statutory elements of the National Curriculum for Science.

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

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR3 & SR4

<ul style="list-style-type: none"> • To understand the physical differences between males and females. • To recognise the main external parts of the bodies of humans, including scientific names for sexual parts. • To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. • To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. 	<ul style="list-style-type: none"> • To understand the benefits of carrying regular personal hygiene routines. • To consider their responsibilities and how these have changed and how they will change in the future. • To consider who is responsible for their personal hygiene now, and how this will change the future. 	<ul style="list-style-type: none"> • To value their own body and recognise its uniqueness. • To consider the responsibilities that parents and carers have for babies and children. • To investigate perceptions of being 'grown up'.
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<p>Statutory Science Curriculum (2014)</p> <ul style="list-style-type: none"> • Y4 explore and use classification keys to help group, identify and name a variety of living things • Y5 describe the life process of reproduction in some plants and animals. • Y5 describe the changes as humans develop to old age • Y6 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms • Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Y6 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 	<p>Non-statutory PSHE Curriculum (PSHE Association 2013)</p> <ul style="list-style-type: none"> • to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • that bacteria and viruses can affect health and that following simple routines can reduce their spread • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • how their body will change as they approach and move through puberty • to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • about human reproduction
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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 (CPPDP) 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 statutory elements of the National Curriculum for Science.

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • What are male and female sexual parts called and what do they do? • What happens to the bodies of boys and girls when they reach puberty? • How can the spread of viruses and bacteria be stopped? • What is HIV? (ref 'Sex and Relationships' OfSTED 2002 (HMI433)) • How are babies made? 	<ul style="list-style-type: none"> • How can I keep my growing and changing body clean? • How can I express my feeling positively as I grow up? • What should adults think about before they have a baby? 	<ul style="list-style-type: none"> • What influences my view of my body? • What are families like? • When am I responsible for how others feel?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR5 & SR6

<ul style="list-style-type: none"> • To identify male and female sexual parts and describe their functions. • To know appropriate terminology for use in different situations. • To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. • To understand that physical change happens at different rates for different people. • To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria. • To know about the facts of the human lifecycle, including sexual intercourse. 	<ul style="list-style-type: none"> • To know about new aspects of personal hygiene relevant to puberty. • To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. • To have a basic awareness of responsible parenting choices. 	<ul style="list-style-type: none"> • To understand how the media, families and friends can influence attitudes to their bodies. • To consider how they have some responsibility for the feelings and well-being of others. • To consider the need for trust and love in marriage and established relationships. • To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners, extended families.
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KS1 Programmes of Study

Y1 Animals, including humans

- 'identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.'

(*Non Statutory guidance:* Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.)

Y2 Animals, including humans

- 'notice that animals, including humans, have offspring which grow into adults'
- 'find out about and describe the basic needs of animals, including humans, for survival (water, food and air)'
- 'describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.'

(*Non Statutory guidance:* Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.)

KS2 Programmes of Study

Y4 Living things in their habitats

- 'explore and use classification keys to help group, identify and name a variety of living things'

(*Non Statutory guidance:* Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals.)

Y5 Living things and their habitats

- 'describe the life process of reproduction in some plants and animals.'

(*Non Statutory guidance:* Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)

Y5 Animal, including humans

- 'describe the changes as humans develop to old age.'

(*Non Statutory guidance:* Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.)

Y6 Living things and their habitats

- 'describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms.'

(*Non Statutory guidance:* Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. sexual reproduction in animals.)

Y6 Animals, including humans

- 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.'

(*Non Statutory guidance:* Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.)

Y6 Evolution and inheritance

- 'recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.'

(*Non Statutory guidance:* They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.)

KS3 Programmes of Study (for reference)

Reproduction

'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.'