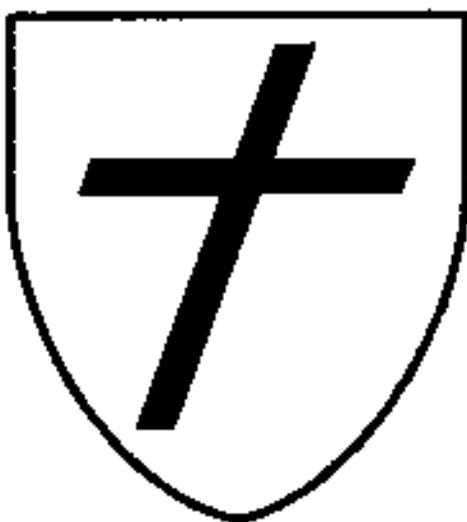




Sex and Relationships Education (SRE) Policy



Agreed: May 2017

Review date : May 2019

Signed: Chair of Governors

Date



The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Our Mission and Ethos

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values

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

1. Context – why SRE is important in our school

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

- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too



late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

- SRE plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' 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 sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

National Curriculum

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

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

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

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

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

2. Development process

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

- a coordinated and consistent approach to curriculum delivery has been adopted



- 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
- children are receiving an entitlement curriculum for SRE in line with national and local guidance
- staff in Key Stage One and Two are using the 'Leeds PSHE Scheme of Work' as a framework to support their delivery of PSHE at a class level.
- staff in Foundation Stage are using the 'Development Matters in the Early Years Foundation Stage' as a framework to support children's personal, Social and emotional development.
- 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
- 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 Mrs Sue Barley in consultation with Rev Mike Benwell. Governors were consulted through governors meetings. Teaching and non-teaching staff were consulted through PSHE focus staff meetings and pupils were consulted through school council and year six meetings with the PSHE leader. Parents / carers were invited to express their views about the policy during discussions with Mrs Sheila Storey and Mrs Sue Barley, prior to and following Friday sharing assembly 20th May 2016.

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 Mrs Sue Barley. It will be reviewed in full every 3 years.

3. 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.

4. Definition

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



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

SRE Guidance DFEE 2000

5. Policy relationship to other policies

This policy links to:

- Child Protection/Safeguarding Children (including FGM)
- Drug Education
- Confidentiality
- Equal Opportunities and Diversity
- SEN/Inclusion
- Behaviour/Anti-bullying
- Race Equality
- Racial Harrassment
- Health & Safety
- Continued Professional Development
- Assessment, Recording and Reporting
- Teaching and Learning
- Monitoring and Evaluation
- Science
- E-safety/IT
- Attendance (in particular in relation to FGM)

6. Overall school aims for SRE

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

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

Attitudes and values:

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

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others



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

Knowledge and understanding:

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

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

7. 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

8. 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

9. Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. This will be shared with parents/carers before it is delivered in class through a letter, information leaflet and the opportunity to meet with the appropriate class teacher.



Agreed list of vocabulary used in school:

Vocabulary:	Year group introduced:
Family, Love, Caring	Foundation One to Year 6 (Through ongoing personal, social and emotional development and support)
Relationship, Marriage	Year 2 (Through Families Topic- including same sex parents/carers)
Gay, Lesbian	Year 3 (Through Feelings and Relationships)
Heterosexual, Transgender, Bisexual, Homophobic, Transphobic, Biphobic	Year 5 (Growing And Changing)
Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, , Clitoris, Penis, Testicles, Scrotum, Sperm, Sperm ducts, Ejaculation, Erection, Wet dream, Sexual intercourse, Penetration, Make Love, Pleasure.	Year 6 (Through Puberty And Sex Education)

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' to mean something is rubbish is wrong and will not be tolerated.

10. Answering questions

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



indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We use a question box where questions may be asked anonymously.

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

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
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

11. Key responsibilities for SRE

i) All staff

All staff will:

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



- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture and sexual orientations, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

ii) Lead member/s of staff

The lead member of staff is 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	
Co-ordinating the SRE provision, ensuring a spiral curriculum	Mrs Sue Barley
Named governor responsible for SRE	Rev Mike Benwell
Accessing and co-ordinating training and support for staff	Mrs Sue Barley Mrs Lynn Brew
Establishing and maintaining links with external agencies/other health professionals	Mrs Sue Barley
Policy development and review, including consultation	Mrs Sue Barley
Implementation of the policy; monitoring and assessing its effectiveness in practice	Mrs Sheila Storey Mrs Sue Barley
Managing child protection/safe guarding issues	Mrs Sheila Storey
Establishing and maintaining links with parents/carers	Mrs Sheila Storey
Liaising with link schools to ensure a smooth transition	Year 6 Teacher Miss Lea MacLellan - SENCO
Liaising with the media	Mrs Sheila Storey

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis (full review by staff, governors and parents/carers will take place every three years)
- ensure members of the governing body will be offered appropriate SRE training
- ensure that staff are given regular and ongoing training on issues relating to SRE as well as how to deliver lessons on such issues
- ensure that 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
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced SRE in school



- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for SRE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate
- share the school's provision for SRE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with SRE at home

iii) **Governors**

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

iv) **Pupils**

All pupils:

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

v) **Parents/carers**

The school will:

- keep parents/carers informed about all aspects of the SRE curriculum, including when it is going to be delivered
- gather parent /carers' views on the policy and take these into account when it is being reviewed
- 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 giving details of organisations and resources that can support them in talking with their child. Parents/carers who do withdraw their children will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include, for example, 'If a pupil is withdrawn from the SRE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be. They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation. Pupils may also be stigmatised for not being included in these sessions. Parents/carers must stipulate how their child will receive this content.

12. 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:

- training and support is organised by the PSHE Co-ordinator in partnership with the Head Teacher and Business Manager
- all members of the teaching and non-teaching staff will be offered generic SRE training which includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching SRE is so important, current law and guidance, learning outcomes and school policy
- teaching and non-teaching staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through staff attending training courses and 'Inset' training within school.



13. SRE Provision

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

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

National Curriculum Science:

Key Stage 1:

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

Key Stage 2:

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

The following will be taught at High School:

Key Stage 3:

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

Key Stage 4:

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

ii) Non-statutory aspects of SRE within our PSHE/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:

- 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, same gender, second marriages, fostering, extended families and three or more generations living together

Pupils will have considered:

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

iii) The needs of pupils

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

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys
- draw and write activities
- the use of anonymous question boxes and worry boxes
- self-assessment activities
- older pupils reviewing the SRE programme for younger pupils
- pre and post assessment activities for SRE
- full class consultation activities which ensure all pupils have a voice in the process

iv) Topics to be covered

- Myself and Other's Feelings - Year 1
- Families – Year 2
- What's happening to me – Year 3
- Addressing worries about growing and changing – Year 4
- Growing and changing –Year 5
- Puberty and sex education – Year 6

(See - Appendix 2 Sex and Relationships Education Medium Term Planning for further information about each topic).

v) Curriculum organisation

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

- Designated PSHE/ SRE time – minimum of 45 minutes per week
- Circle time
- use of external agencies/services



- school ethos
 - small group work
 - cross curricular links e.g. science
 - assemblies
 - whole school focus weeks such as 'Diversity' and 'Bullying'
 - theatre-in-education performances
- v) **Working with visitors and other external agencies** (school nurses, theatre-in-education companies, members of a faith or community group or staff from the Health and Wellbeing Service etc)

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.

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 3a and 3b) should be used with the visitor to ensure success

vi) Inclusion, equality and diversity

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

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



Responding to pupils' diverse learning needs:

Considerations will be made for:

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

Ethnicity, religion and cultural diversity:

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

Single gender groups:

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

Special educational needs and learning difficulties:

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

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

Sexual identity and sexual orientation:

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



respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

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

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

Pupils who are new to English

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

vii)Resources

We use primarily Leeds PSHE Scheme of Work SRE modules and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them (see checklist below). We use 'Leeds Primary Scheme of Work' 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. Teacher's and support staff delivering the lesson will need to consider:

- Will the resource be used in its entirety or will it be more appropriate to adapt it and select from it?
- Does use of the resource fit into a planned and developmental programme of SRE?
- Is there a range of types of resource being used across the SRE programme including a variety of formats such as video, audio, visual, games, and models (and within these, case studies, scenarios and images with thought provoking messages)?
- Is the resource consistent with our school's ethos and values?
- Is it factually correct and up-to-date?
- Does it encourage active and participatory learning?
- Is the resource contemporary in terms of the realities of pupils' lives?
- Does the resource portray positive images of a range of children?
- Does the resource show positive role models for girls and boys / women and men and avoid
 - Stereo types relating to gender?
- Is the resource inclusive on the basis of home and family circumstance, gender, sexuality, race, faith, culture, language and disability?



- Is it appropriate for the age, ability and maturity of the pupils?
- Are teachers confident about using the resource?

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 (Year 6)
<https://shop.channel4learning.com/?page=shop&pid=26651>
- BBC Active. SRE 9-11 (Interactive Whiteboard programme)
<http://www.pearsonschoolsandcolleges.co.uk/Primary/ArtsandHumanities/P SHE/BBCActiveWhiteboardActivePSHE/ISBN/InteractiveCD-ROMs/SexandRelationshipEducationNewEditionAges1012.aspx>
- SENSE DVD "Making sense of growing up and keeping safe"
http://www.sensecds.com/SENSE/2_sensegrow.htm
- Life Support Productions DVD
<http://www.lifesupportproductions.co.uk/>
- FPA – Growing up with Yasmine and Tom
<http://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>
- Bounty DVD
<http://www.uniview.co.uk/cgi-bin/ss000001.pl?page=search&SS=bounty&PR=-1&TB=A>
- 4Boys4Girls resource leaflets
- Puberty bag (Year 5)
- Resources as identified in the medium term plans for the SRE modules
- Leeds PSHE Scheme of Work SRE modules

viii) 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.

ix) Assessment, recording and reporting in SRE

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

Assessment methods

- baseline or pre-assessment (essential for needs-led SRE)
- 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 module
- pupil self-assessment is used where appropriate, including the use of pupil passports
- assessment focuses on knowledge as well as skill development and attitudes
- all class teachers have assessment sheets to support the module and to record progress
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- 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
- pupil achievement in SRE is celebrated and shared

x) Monitoring and evaluation

Monitoring is an ongoing process. It enables the PSHE leader to evaluate the degree to which the scheme of work is being effectively implemented, staff's understanding about their roles and responsibilities, whether all pupils are being taught the programme as planned and the quality of teaching across all classes.

Monitoring activities:

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



- pupil/staff/parent surveys
- scrutinising staff planning
- samples of pupils' work

Evaluation by the teaching staff and PSHE leader will measure whether the lesson or module of work is effective and worthwhile. Assessment of pupil learning will contribute to the lesson/module evaluation. It will help to identify issues for development and if needed, prompt a review process which may result in changes to the PSHE programme or policy to improve provision and raise standards. Evaluation will consider:

- Has this lesson or module enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What are its strengths and areas for development?
- Do we need to modify it in any way to improve it?

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall SRE programme
- teacher and pupil evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and evaluation of 'PSHE working walls' in each classroom.

14. Safeguarding and Child Protection

SRE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern. All staff teaching SRE will be made aware of the procedures to follow, including, how to respond to the child as stated in the child protection policy.

When there are concerns about a child, the designated safeguarding lead officer will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.

At the present time Mrs Sheila Storey is the designated safeguarding lead officer. (See Appendix 4 - Summary of in-school procedures to follow when there are concerns about a child

Both of the above are extracts from the Policy for Child Protection)

15. 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.

When pupils make disclosures, they are placing their trust in the member of staff's judgement and acknowledging that they need help. If a pupil makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality. Before allowing a pupil to make a full disclosure, therefore, it is essential that the member of staff should explain to the pupil that the information might need to be passed on to the Head teacher or other designated teacher for child protection who may make a record and pursue Child Protection procedures if necessary. The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies. Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil'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.

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

16. 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.

17. 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.

Complaints

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



18. Liaison with local media

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

19. Local support available to schools

The Health and Wellbeing Service can offer support through training, bespoke lessons and in school advisory sessions.

Training available:

- Delivering Primary SRE with Confidence
- Speakeasy Training Days to support parents/carers with talking about SRE at home
- Is this Love?
- Anxiety and Body Image
- SRE for Boys and Young Men

Further information on the above training, as well as how to book, can be found at: www.schoolwellbeing.co.uk and www.leedsforlearning.co.uk

(See Appendix 1 for further information about local training, national support, bespoke lessons, in school advisory sessions and recommended websites)

Mrs S. Barley PSHE CO-Ordinator May 2016

Updated following consultation by all stake holders June 2016



Appendix 1 – Training (Local and national support)

Bespoke primary SRE lessons delivered in school:

- Puberty & Conception
- Body Image
- Healthy Relationships
- Social Media

For further information on the above bespoke sessions, please contact Emma Newton at: emma.newton@leeds.gov.uk

In school advisory sessions:

Primary SRE: Helen Smithies – helen.smithies@leeds.gov.uk

20. Local and national websites

Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: www.forwarduk.org.uk
- Good practice examples and guidance on consent: www.pshe-association.org.uk/consent
- CPS guidance on the Statutory Definition of Consent, and the CPS Sexual Offences Factsheet: http://www.cps.gov.uk/news/fact_sheets/sexual_offences/
- Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk/>
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: www.ceop.police.uk and www.thinkuknow.co.uk
- Addressing healthy relationships and sexual exploitation within PSHE in schools: http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf
- e-magazine to help teachers teach about consent, available free to Sex Ed Forum members: <http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>
- Brook has produced a Traffic Light Tool to help professionals assess whether children's sexual behaviours are healthy or unhealthy: www.brook.org.uk/traffic-lights
- Ask Brook about relationships, safety and risks, available at: www.brook.org.uk/shop

Violence within relationships:

- The Against Violence and Abuse Project provides further information, advice and guidance: www.avaproject.org.uk
- Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse: www.rapecrisis.org.uk

Teaching about pornography:



- Growing Up Safe, from Big Talk Education, for primary schools:
<http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

Teaching about sexting:

- The NSPCC has produced resources to make it easier for children to get help about sexting:
<http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- Big Talk has produced resources to help primary school teachers discuss a range of difficult issues – including sexting and explicit images – with children:
<http://www.bigtalkeducation.co.uk/resources-for-primaries.html>
- CEOP (Child Exploitation and Online Protection) has developed www.thinkuknow.co.uk, which contains a number of resources exploring the risks children face online, including two films that address sexting issues: Exposed and First to a Million.
- Brook has produced a leaflet for young people called Ask Brook about relationships, safety and risk, which addresses on and offline safety and is supported by CEOP: <http://www.brook.org.uk/shop>

Inclusive SRE:

- Stonewall has produced a series of packs and information for schools. Details are available at: www.stonewall.org.uk
- Brook has produced packs to help those who work with diverse groups of children, available at: www.brook.org.uk/shop including:
- The Sex Education Forum has produced a factsheet on SRE for children with learning difficulties:
http://www.sexeducationforum.org.uk/media/6153/sre_and_young_children.pdf

Local sources of support:

www.schoolwellbeing.co.uk
www.healthyschools.org.uk
<http://www.leeds.gov.uk/phrc/Pages/default.aspx>
www.leeds.gov.uk/phrc/Pages/public-health-training.aspx
<http://www.leedsiscb.org.uk/>
http://shop.ncb.org.uk/category_s/1831.htm
<http://leedssexualhealth.com>
<http://www.themarketplaceleeds.org.uk/>
<http://mesmac.co.uk/>
<https://www.mindmate.org.uk/>

National sources of support:

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx>
<https://www.brook.org.uk/>
<http://www.fpa.org.uk/>
<http://www.sexeducationforum.org.uk/>
<https://www.pshe-association.org.uk/>
<http://www.stonewall.org.uk/>



<http://www.bodysense.org.uk/>
www.riseabove.org.uk
<http://www.nat.org.uk/>
<https://www.womensaid.org.uk/>
<https://www.nspcc.org.uk/>
<https://www.childline.org.uk>

21. Local and national references

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<http://www.sexeducationforum.org.uk/resources/SRE-advice-for-schools.aspx>

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<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

DfE (2014c) Single science GCSE subject content, Crown copyright.
<https://www.gov.uk/government/publications/gcse-single-science>

DfE (2014d) Combined science GCSE subject content, Crown copyright.
<https://www.gov.uk/government/publications/gcse-combined-science>

DfEE (2000) SRE guidance, Crown copyright.
<https://www.gov.uk/government/publications/sex-and-relationship-education>



Education Act (1996) Crown copyright.

<http://www.legislation.gov.uk/ukpga/1996/56/contents>

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<http://www.legislation.gov.uk/ukpga/2002/32/contents>

Education and Inspections Act (2006), Section 38, Crown copyright

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

Equality Act (2010) Crown copyright.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

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<http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-healthand-economic-education-schools>

Optimus Education - Sex and relationship education policy

<http://www.optimus-education.com/>

PSHE Association - Producing your school's sex and relationships education policy

<https://www.pshe-association.org.uk/uploads/media/27/7795.pdf>

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<http://shop.ncb.org.uk/ProductDetails.asp?ProductCode=6300-050b10202P>

SRE Forum (2013b) *Let's get it right; a toolkit for involving primary school children in reviewing their SRE, NCB.*
<http://shop.ncb.org.uk/ProductDetails.asp?ProductCode=6300-050b10197P>

SRE Forum (2013c) *Let's work together; a practical guide for schools to involve parents/carers in SRE, NCB.*
<http://shop.ncb.org.uk/ProductDetails.asp?ProductCode=6300-050b10198P>

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Appendix 2

Spring 1 – Sex and Relationships Education

Year 1 **Myself and Others, Feelings**

In this unit children will begin to see themselves as unique individuals, each of them with special qualities. They will begin to explore how they fit into the wider picture and how their personalities and actions affect others. In addition, they will begin to recognise similarities and differences, and learn to show respect for all. Pupils will have opportunities to discuss their feelings and examine how these might affect their actions towards others.

Year 2 **Families**

In this unit children learn about family relationships and how people care for each other, while exploring their own involvement in these relationships. They learn about the nature of families and the diversity between families. Children will explore how family life can change over time and how to deal with such changes. This unit supports other work on recognising, expressing and managing emotions.

Year 3 **What's Happening To Me?**

In this unit pupils will be given opportunity to discuss changes which they are beginning to experience, in the context of their continuing growing and changing. This unit will build on all KS1 SRE work, and lead into the more sensitive aspects of the SRE curriculum. Schools need to be aware that the pupils may well raise issues traditionally covered in Yr 5 or 6; it is recommended that teachers are familiar with school's policy and consult the head teacher before moving beyond stated policy and content. (It may be that policy and curriculum need to be modified; if so, this should be done following consultation with pupils, parents, staff, head teacher and governors.)

Year 4 **Addressing Worries About Growing And Changing**

In this unit children will be encouraged to identify any worries or concerns they have about growing up; this will probably include both physical and emotional changes. Teachers will be able to use this as assessment, highlighting not only the pupil's concerns but also levels of knowledge and understanding, thereby highlighting any misconceptions. Teachers must be aware of school's policy prior to the unit, and have agreed with the head teacher (and governors) how more sensitive issues might be dealt with. Clear



ground rules will need to be set with the pupils in line with school policy. It is also recommended that parents are informed about the unit so they can support.

The first week is based on The Huge Bag of Worries and involves the pupils identifying their own worries. The teacher then uses this to plan the following sessions, of which one should deal with loss and separation as this is currently not covered elsewhere. Generic issues related to puberty must be dealt with in line with school policy. If policy does not allow these aspects to be covered until Years 5 or 6 it is suggested that there be a review, consulting parents, head teacher and governors, so perhaps later in the term the pupil's needs can be met. More sensitive, individual issues should be referred on, perhaps to a learning mentor or SENCO. It is envisaged each session will be interactive, using story and / or drama techniques and could end with a cooperative problem solving activity.

Year 5 Growing And Changing

In this unit children learn about physical and emotional development during puberty. Children will learn about what makes a positive relationship and that relationships should be loving and caring based on trust and mutual support. Children learn how to identify and challenge gender stereotypes.

Important! This unit contains material of an explicit nature and was initially developed at Rosebank School following full consultation with staff, parents and Governors. It is strongly recommended that it is not used in any school without approval from the staff, parents and governors. Schools may chose to delete some of the more explicit vocabulary; however they need to be aware the pupils may come across the vocabulary in the suggested resources.

Year 6 Puberty and Sex Education

In this unit children learn about physical and emotional development during puberty and pregnancy. They will also learn about how a baby is conceived and born. Children will learn about what makes a positive relationship and that sex should only be part of a loving and caring relationship based on trust and mutual support. Children will learn about how the media deals with sex and about diseases which can be transferred between people in a number of ways. Where appropriate to the age and maturity of pupils, they will be taught about basic methods of contraception.

Important! This unit contains material of an explicit nature and was initially developed at Rosebank School following full consultation with staff, parents



and Governors. It is strongly recommended that it is not used in any school without approval from the staff, parents and governors. Schools may chose to delete some of the more explicit vocabulary; however they need to be aware the pupils may come across the vocabulary in the suggested resources.

Recommended new resource “Laying the Foundations – SRE in Primary Schools” by Anna Martinez and Vanessa Cooper, NCB’s Spotlight Series



APPENDIX 3a

Checklist prior to visit

Checklist for schools and agencies	
TIME AND PLACE	
Date(s) of Involvement:	Time: From to Number of days / weeks:
Venue / room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans: Attached: yes / no To be forwarded to:
PEOPLE	
School:	Agency name:
Contact details:	Specialism:



<p>School address:</p> <p>Tel No:</p> <p>E-mail:</p>	<p>Agency address:</p> <p>Tel No:</p> <p>E-mail:</p>
<p>Child protection teacher:</p> <p>Learning mentor / other contact:</p>	<p>Agency contact:</p> <p>Other Contact:</p>
<p>Teachers to be involved:</p>	<p>Do parents/carers need to be consulted before the session? yes / no</p>
<p>Have disclosure / confidentiality procedures been discussed? yes / no</p> <p>Other policies for consideration:</p>	<p>Is the school satisfied with the agencies CRB / liability arrangements? yes / no</p>
<p>Number of pupils:</p> <p>Key Stage:</p> <p>Year Group:</p>	<p>Learning needs:</p> <p>Other / individual needs:</p>
<p>Intended learning outcomes:</p>	<p>What has been taught previously?</p>



	How will the work be continued?
How will skills and progress be assessed?	Who will be present? How will they support the session?
How does the work support the CPD of teachers e.g. team teaching?	Do staff require / want any additional training? yes / no
How will the effectiveness of the session be evaluated by pupils? How will the effectiveness of the session be evaluated by adults?	Which routes for referral, procedures and services will pupils be signposted to?
AGREEMENTS	
Have any expenses been agreed to? yes / no	
Checklist completed by:	



Designation:

Date:

Meeting carried out: in person / by phone / other (please circle)



APPENDIX 3b Checklist

During & after visit

<u>Joint Evaluation Form</u>		
Please fill this in together where possible		
Aim of session:		Session date:
		Time:
Agency:		Year group:
School:		Class:
Question	Scale 1 - 10	How do you know?
1. How well did the programme meet the needs of the pupils?		
2. How well has the work developed the skills of pupils to manage their wellbeing?		
3. How well has the input contributed to the SRE programme?		
4. Has there been an impact on staff skills and confidence?		
5. How well did the pre-planning support the session / visit?		

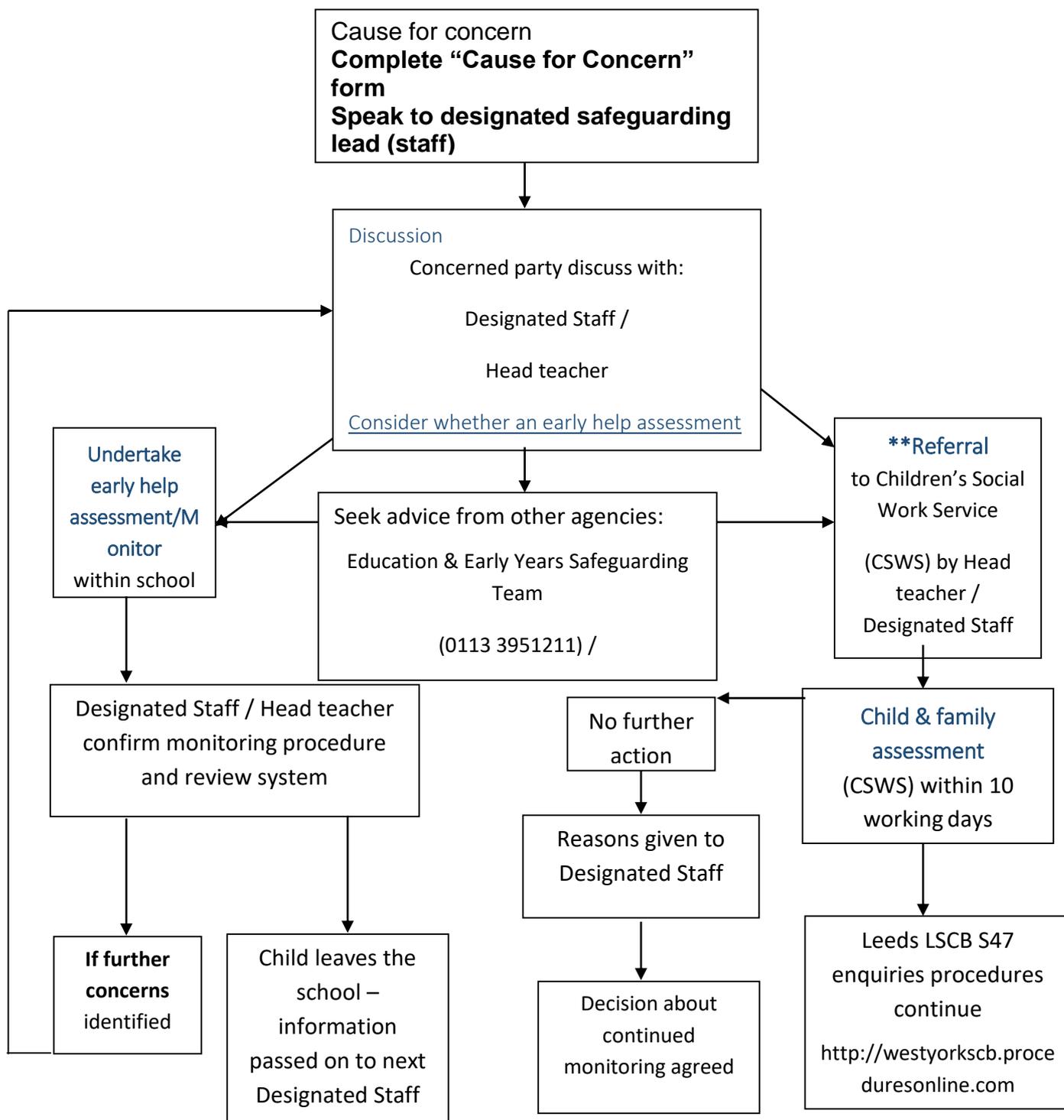


6. How will be the work be continued and / or adopted into the Schemes of Work next year?		
7. Were there any elements that could be improved in the future?		
8. Any other comments?		
Please keep a copy for your records.		



Appendix 4

Summary of in-school procedures to follow where there are concerns about a child





** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCB Local Protocol: Concerns Resolution.

<http://www.leedslscb.org.uk/LSCB/media/Images/Concern-Resolution.pdf>

