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**Section 1 – Preliminaries**

**a) Participating Schools**

This policy is shared by all schools in the Huntingdonshire area of Cambridgeshire.

**b) The Huntingdonshire Partnership Group**

The following Huntingdonshire community organisations have participated in developing the shared entitlements and statements in Section 2.

Cambridgeshire Teenage Pregnancy Co-ordinator  
Hunts Primary Care Trust  
Cambridgeshire Youth Service  
PSHE Service  
Hunts Primary Care Trust /Hunts District Council  
Cambridgeshire Youth Service  
Hunts Primary Care Trust  
Further guidance has been offered by:  
Cambridgeshire Race, Equality and Diversity Service  
Education Child Protection

**Section 2 – The Community Sex and Relationships Education Policy**

**a) Introduction**

Sex and Relationships Education (SRE) is lifelong learning about ourselves – our emotions, relationships, sexuality, sexual health and behaviour.

The aim of the Community SRE Programme is to develop and improve the provision of SRE in Huntingdonshire schools supported by their local communities. This is part of a Cambridgeshire wide initiative.

The aim of this Community SRE Policy is to provide schools with structured guidance and agreed entitlements that provide continuity throughout young people's school lives. This policy has been developed by a local partnership.

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We will achieve this by:

- Building a shared understanding of effective practice for SRE
- Promoting young people's entitlement to SRE that meets their needs and those of their communities
- Enabling schools to confidently review, evaluate and develop their SRE policy and practice.
- SRE is part of the wider agenda of promoting positive sexual health for young people, which is the responsibility of many organisations in Cambridgeshire.

The Community SRE programme is supported by a range of national and local strategies, including:

- Every Child Matters
- National Healthy Schools
- Choosing Health
- Cambridgeshire Teenage Pregnancy Strategy
- Primary Care Trust Sexual Health Strategies

### b) Our Shared Beliefs about SRE

- SRE takes place in many contexts within the community, including at home, at school and in youth and health settings
- SRE is an entitlement for all young people. Its delivery should be inclusive, taking into account young people's gender, learning needs, culture, family circumstances and sexuality.
- SRE is most effective when provided in a wider context of social and emotional development. In schools, successful SRE is firmly rooted in PSHE (Personal, Social, Health Education)
- SRE must enable young people to gain information, develop skills and explore attitudes and values, in order to be effective. There must also be time for reflection.
- Effective SRE is responsive to the specific needs of young people.

### c) Entitlements

Schools and their partners are committed to working towards the implementation and development of the entitlements relevant to their organisation.

Young people are entitled to:

- Information that suits their needs. It must be up-to-date, accurate and presented in an appropriate style and format

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- Appropriate advice and support that enables them to access the services they need
- An understanding of confidentiality and its application in different settings
- An effective programme of education that is inclusive and based on good practice
- Participation at every level, with appropriate approaches used to ensure equality of opportunity
- Respect
- A range of services and opportunities
- Non-judgemental responses
- Work with adults who are appropriately trained.

Adults working with young people are entitled to:

- Information that suits their needs. It must be up-to-date, accurate and presented in an appropriate style and format
- An explanation and understanding of their boundaries within their organisation
- Appropriate training
- Opportunities to express their concerns and views. However, delivery of SRE should reflect the organization's policy
- Professional support from SRE specialists in the community
- A lead person within their organisation who can provide professional guidance
- An understanding of confidentiality in their work setting
- Formal and informal opportunities to have their say on practice and policy development
- Opportunities to share good practice

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

- Information that suits their needs. It must be up-to-date, accurate and presented in an appropriate style and format
- A safe and supportive environment for their young person
- Support to understand their rights and responsibilities
- Be involved, through parent representatives, in developing SRE policy and practice
- Respect for their personal beliefs and needs
- Understand the confidentiality 'codes of conduct' for professionals working with young people.

### d) Entitlement Curriculum

The Entitlement Curriculum for SRE is included in this policy (Section 5A). It describes the elements of SRE which will be taught at or by the age groups described. The Entitlement Curriculum is wholly consistent with the National Curriculum and DfES guidance. It is fully supported by the Cambridgeshire Primary PSHE Scheme of Work and the Cambridgeshire Personal Development Project for Secondary Schools.

### e) Implementation and Review

Schools and partners are committed to working towards the delivery of the Entitlements described in this policy and the provision of SRE as described.

- Each school and partner organisation will monitor and review their contribution to the provision of the Entitlements and seek to develop this.
- Each school and partner organisation will continue to work in partnership to ensure the delivery of SRE for young people in their care.
- The shared policy will be reviewed collectively every 3 years as part of the Huntingdonshire Area Plan.

## **Section 3 –Implementing the Community SRE Policy in Our School**

### a) Introduction

At Houghton Primary School we believe that SRE is essential if young people are to make responsible and well informed decisions about their lives. SRE teaching is firmly rooted within the framework for PSHE and the National Curriculum and is not taught in isolation. We aim to provide a SRE programme which will help our children to learn to respect themselves and others and move from childhood, through adolescence into adulthood.

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

#### **Working hard to achieve our best**

At Houghton Primary School we all work hard to...

- A Aim high...**  
within an Active curriculum which is Accessible to all in order to Achieve the very best that we can
- C Challenge ourselves...**  
within a culture of Care, Cooperation and Community

- H Help each other...**  
to achieve within a Happy, Healthy and Hard-working environment
- I Inspire others...**  
to be Independent, Involved and ever Improving
- E Excellence...**  
in all that we do, having the highest expectations of ourselves and others...
- V Value every individual...**  
and provide Varied and Valuable learning experiences
- E Encourage everyone...**  
through our Enthusiasm and Eagerness to be our very best

Other school policies and practice documents are relevant to our provision of SRE: PSHE, Science, Safeguarding and Child Protection, Behaviour, Anti-bullying, Equality.

This SRE policy will be made available to staff on the school network and to governors, parents and carers on the school website.

This policy is consistent with national guidance, in particular 'Sex and Relationship Education Guidance' DfEE 2000. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf) It also reflects recommendations from OfSTED, the National Healthy Schools Standards and the views of the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: National Healthy Schools Programme, Social and Emotional Aspects of Learning (SEAL) Programme, Continuing Professional Development for teachers of PSHE.

### **Why have a SRE policy?**

This policy offers guidance and support to parents and staff on the delivery on consistent SRE taught to children within the school. This part of our SRE policy is the responsibility of the governing body and has been devised through discussion with staff at a staff meeting/ by a working party representing staff,

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parents and governors/ by the PSHE Co-ordinator and reviewed by staff. It was discussed and ratified by the school governors on 11 October 2012.

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

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

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

### c) **Delivering Entitlement Curriculum for SRE in our School**

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider the needs of individuals when planning SRE. We consider SRE to be a continuous process of learning, as described in the Entitlement Curriculum for SRE. All adults working with young people have a part to play in supporting its delivery.

The objectives of the SRE Curriculum will be primarily delivered in:

- PSHE through designated lessons, circle time, focused events, health weeks, conference days
- Other Curriculum areas, especially Science, English, RE and PE

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- Enrichment Activities, especially our assembly programme, visits from the Life Education Centre, social skills groups, involvement in schools trips and adventurous activities

Specific Units of Work on SRE are planned into our teaching programme as described in our PSHE Topic Map.

We understand that at times young people 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 young people more effectively.

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

- We regard it as the shared responsibility of all adults working within the school to respond appropriately to a young person's request for information and advice. All staff will be aware of the guidance on responding to young people's questions and will be encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by class teachers.
- Those delivering SRE will have responsibility for assessing young people's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.
- The Headteacher is responsible for reviewing and evaluating SRE at our school.
- Staff will be assisted in their planning and delivery of the Entitlement Curriculum by the PSHE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with the PSHE Service, plan INSET to meet staff needs and liaise with visitors who support the delivery of SRE.
- Governors hold responsibility for the SRE policy and will be assisted in implementing and monitoring it by the PSHE Co-ordinator/ Head Teacher.

### d) i) **Teaching Methodologies**

**Ground Rules:** It is essential that SRE is carried out in a safe, non-judgemental environment where adults and young people 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

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**Answering Questions:** We acknowledge that sensitive and potentially difficult issues will arise in SRE as young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for SRE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents or other sources of support, such as health professionals. When answering questions we shall ensure that personal revelation of sexual behaviour or attitudes by adults, pupils or about 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 Child Protection officer in line with school policy.

**Distancing Techniques:** In order to reduce embarrassment and protect young people's privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without reference to personal experience. For example, we will use fiction, puppets, case studies, role-play, videos/DVDs to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

### e) Inclusion

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, culture, ethnic origin, learning needs (including those of bilingual learners), religious beliefs and sexual orientation when planning and delivering SRE.

In relation to ethnicity, religious beliefs, language and cultural diversity, we value the different backgrounds of our young people and, in acknowledging different experiences, views and beliefs, seek to promote understanding and appreciation.

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 exploitation.
- We will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to SRE. We will review

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our SRE provision to ensure that all those with additional needs are provided for. When working with young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and 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

### f) Resources

We will primarily use the Cambridgeshire PSHE Scheme of Work and the resources recommended within it when planning and delivering the SRE Entitlement Curriculum. We will avoid a 'resource led' approach to delivering SRE, instead focusing on our planned learning objectives. We will carefully evaluate teacher resources, leaflets or videos, before using them. We will select resources which:

- Are consistent with the Entitlement Curriculum for SRE
- Relate to the agreed aims and objectives of this policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the young people
- Appeal to adults and young people
- Are up-to-date in factual content
- Are produced by a reputable organisation
- Do not show unfair bias e.g. towards a commercial product
- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning
- Conform to the legal requirements of SRE.

### g) Visitors and Community Agencies Supporting SRE in School

#### Working with Visitors to Support SRE in the Classroom

In our school, we believe that SRE is most effectively taught by those who know our young people well and are aware of their needs. We encourage a diverse range of visitors to our school who may complement, but never substitute or replace, planned provision. We will work closely with visitors to ensure that the needs of our young people are met.

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

- Visitors will never be asked to carry out the teacher's role in the care and management of pupils.
- Visitors will not be asked to work alone with pupils in a classroom situation.
- All visitors supporting the school in the provision of SRE will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the teacher or PSHE Coordinator, taking account of the age and needs of the group and the context of the work within the PSHE programme.
- Visitors will be reminded that whilst contributing to planned SRE in a class teaching role, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use in the context of a lesson will be discussed and agreed with the PSHE Co-ordinator or a lead teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

### **Working with Visitors in non-classroom situations**

When visitors are providing a service that is not classroom based, but which contributes to the delivery of planned SRE we will ensure that:

- Those providing the service have relevant CRB checks
- Those providing the service are aware of the SRE policy and that their provision complements it
- The service is valued and that there is commitment from the school
- Boundaries of different professionals are respected
- Appropriate facilities (e.g. location, space, telephone) are provided
- A named member of staff is identified for liaison with the service
- The service/provision is actively promoted by school staff
- Procedures are in place for regular evaluation and review.

In return visitors will ensure that:

- They are reliable
- They work within professional boundaries
- The service they provide complements the SRE policy and ethos of the school
- Appropriate information is shared with the school.

### **h) Confidentiality**

In our school we have a clear and explicit confidentiality policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers in the School brochure.

- Staff are unable to offer absolute confidentiality.
- We will reassure young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm.
- Young people will be told if information is to be shared (unless the young person is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils in an agreed and planned school-based health service, such as a "drop in centre". This often involves offering a greater level of confidentiality to young people, than school staff may give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the school's confidentiality policy. Health professionals and youth workers will ensure that young people are aware of this when beginning work with them.

### **h) i) Child Protection**

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

### **h) ii) Sexually Active Young People**

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

### **i) Staff Training**

Teaching SRE can be very rewarding, but we understand that in order to feel confident, staff need opportunities to explore how they feel about the issues and to share worries and concerns. We recognise that all adults have different

personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Entitlement Curriculum for SRE and achieving our school's aims for SRE. We will also encourage the sharing of good practice and training in order to develop skills in appropriate, participative teaching methods. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors, attend training and network with other schools.

### j) **Role of Governors**

Governors have a special role in the development and implementation of this SRE policy. It is the responsibility of the governors to decide whether SRE will be provided in addition to requirements of the National Curriculum. This policy describes the governors' views on how SRE will be delivered in addition to the requirements of the National Curriculum.

It is also the responsibility of the governors to ensure, through consultation, that the SRE policy reflects the wishes of the parents and the views of the community they serve. It is the responsibility of governors to ensure that the policy is made available to parents.

In order to facilitate this process the SRE policy will appear annually on the agenda of governors' meetings. The policy will be made available on the school website for parents. Our link governor for PSHE (including SRE) is Amanda Roach.

### k) **Young People's Participation**

We consider it essential to ensure that our SRE programme meets the needs of the young people it is intended for. In order to achieve this we will involve young people in the evaluation and development of their SRE in ways appropriate to their age.

- a) We will engage the young people in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- b) We will encourage young people to ask questions as they arise by providing anonymous question boxes.
- c) We will ask young people to reflect on their learning and set goals for future learning.

- d) We will consult young people, through Schools Council, about their perception of the strengths of our SRE programme and the areas to be further developed.

### l) **Working with Parents/Carers and our School Community**

We are committed to sharing our role as educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that young people say they would prefer to receive information about SRE from their parents and carers.

Therefore we seek to work in partnership with parents and carers when planning and delivering SRE.

We will encourage this partnership by:

- a) Informing parents and carers by letter of forthcoming SRE topics
- b) Inviting parents to review resources and activities used in SRE
- c) Making the SRE policy available to parents on request
- d) Gathering parent's views on the SRE policy and taking them into account when it is being reviewed
- e) Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus
- f) Providing supportive information about parents' role in SRE
- g) Inviting parents to discuss their views and concerns about SRE on an informal basis
- h) Informing parents and carers about visits from professionals supporting the SRE programme
- i) Providing information about support opportunities for young people within the school.

Parents and carers have the right to withdraw their children from all or part of those elements of SRE which are not included in the statutory National Curriculum (Refer to Appendix 5a). This includes the elements of SRE to be found in the National Curriculum for Science. The school will make alternative arrangements for children whose parents or carers withdraw them. Any parent or carer who wishes to withdraw their child from SRE should in the first instance contact the Head Teacher to discuss the matter. We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from [www.dfes.gov.uk/sreandparents](http://www.dfes.gov.uk/sreandparents)) Parents or carers who have withdrawn their child will be asked to reconfirm their decision each year.

### m) **Monitoring and Evaluating SRE**

Monitoring and evaluation of the effectiveness of this policy is the responsibility of the governing body. Information will be gathered from the head teacher, those delivering SRE, young people and parents to inform judgements about effectiveness.

The effectiveness of the SRE curriculum (as stated in this policy) will be monitored and evaluated by the Headteacher. The PSHE co-ordinator will gather information from young people, staff and parents about the SRE curriculum, using a variety of tools, including pupil self evaluations, assessment activities, parent questionnaires and staff views.

### **Section 4 – Sensitive Issues**

#### **a) Puberty**

We will teach about puberty in Years 5/6, in accordance with the Entitlement Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. 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 will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discrete provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

#### **b) Contraception**

We will not include lessons on contraception in our SRE curriculum. However, 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 have established guidelines for responding to these questions in 'Answering Children's Questions relating to SRE'. 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.

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

make sensitive arrangements, ensuring there has been discussion with the child and explanation of the confidentiality policy, to involve the child's parents and, if necessary, other professionals.

#### **c) Abortion**

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

#### **d) Sexually Transmitted Infections (STIs) and HIV/Aids**

We will teach about STIs and HIV/AIDS in the context of personal hygiene and reducing the transmission of disease, as described in the Entitlement Curriculum for SRE. We will not describe in detail the methods of transmission of sexually transmitted infection; however elements of our SRE and Science Curricula will prepare the ground for this explicit teaching later.

We will consider personal safety in contexts familiar to the children (e.g. First Aid procedures). We will discuss the different ways any disease might be transmitted and steps a child might take to reduce its transmission.

Adults in school will acknowledge questions about STI's of HIV/AIDS and respond to more detailed enquiries on an individual basis, rather than in a whole class discussion, according the Guidance we offer to staff in Answering Children's Questions Relating to SRE.

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

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexual identity, young people must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Positive Behaviour Policy.

Policy review: Every 3 years or sooner if necessary

Next review: Summer 2019

**Appendix A - The Entitlement Curriculum for Sex and Relationships Education Foundation Stage and Key Stage 1 (Year 1/2)**

The first row of PSHE curriculum statements are most likely to be delivered in an SRE unit. Items in the second row of PSHE are most likely to be delivered in other areas of PSHE, such as 'My Relationships'

Age 3 - 5	<b>Science Curriculum</b>		
	<ul style="list-style-type: none"> <li>find out about and identify some features of living things, objects and events they observe</li> </ul>		
	<b>PSHE Curriculum</b>		
	<b>Knowledge (PSHE)</b>	<b>Skills (PSHE)</b>	<b>Attitudes (PSHE)</b>
<ul style="list-style-type: none"> <li>the ways adults care for children</li> <li>basic hygiene routines, including toileting and washing</li> </ul>	<ul style="list-style-type: none"> <li>dress and undress independently and manage their own personal hygiene</li> <li>describe their own appearance, including body parts</li> </ul>	<ul style="list-style-type: none"> <li>value their body, physical achievements and capabilities</li> </ul>	
<ul style="list-style-type: none"> <li>have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others</li> <li>some ways of being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>recognise the importance of keeping healthy and those things which contribute to this</li> <li>respond to a range of experiences, showing a range of feelings when appropriate</li> <li>be able to identify when and how to say 'no' and 'stop'</li> </ul>		
Age 5 - 7	<b>Science Curriculum</b>		
	<ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body</li> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>		
	<b>PSHE Curriculum</b>		
	<b>Knowledge (PSHE)</b>	<b>Skills (PSHE)</b>	<b>Attitudes (PSHE)</b>
<ul style="list-style-type: none"> <li>how some diseases are spread and how to control them</li> <li>about the process of growing from young to old and how people's needs change</li> <li>the names of the main external parts of the body, including agreed names for sexual parts</li> <li>understand they have rights over their own body</li> </ul>	<ul style="list-style-type: none"> <li>recognize their responsibilities and how these have changed</li> <li>follow basic rules for keeping themselves safe and healthy</li> </ul>	<ul style="list-style-type: none"> <li>value their own body and recognise its capabilities and uniqueness</li> <li>how families are special for caring and sharing</li> </ul>	
<ul style="list-style-type: none"> <li>ways in which they are like and different from others</li> <li>that they have some control over their actions and bodies</li> </ul>	<ul style="list-style-type: none"> <li>identify and be able to talk with</li> <li>someone they trust</li> <li>be aware that their feelings and actions have an impact on others</li> <li>recognise similarities between</li> <li>themselves and their peers</li> </ul>	<ul style="list-style-type: none"> <li>why families are special and how they care for each other</li> </ul>	

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**Key Stage 2 (Years 3, 4, 5 and 6)**

The first row of PSHE curriculum statements are most likely to be delivered in an SRE unit. Items in the second row of PSHE are most likely to be delivered in other areas of PSHE, such as 'My Relationships'

Age 7 - 9	<b>Science Curriculum</b>		
	<ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>		
	<b>PSHE Curriculum</b>		
	<b>Knowledge (PSHE)</b>	<b>Skills (PSHE)</b>	<b>Attitudes (PSHE)</b>
<ul style="list-style-type: none"> <li>name the main external parts of the human body, including scientific names for sexual parts</li> <li>understand the physical differences between males and females understand how their responsibilities will change in the future</li> </ul>	<ul style="list-style-type: none"> <li>carry out regular personal hygiene routines</li> </ul>	<ul style="list-style-type: none"> <li>who has responsibility for their personal hygiene and who will have responsibility in the future</li> <li>the responsibilities parents have for babies</li> <li>perceptions of being 'grown up'</li> </ul>	
<ul style="list-style-type: none"> <li>consider ways they affect and are affected by their special people</li> </ul>	<ul style="list-style-type: none"> <li>be able to listen to and support their friends and manage friendship problems</li> <li>be able to recognise unwanted physical contact and ways of stopping it and getting help</li> </ul>	<ul style="list-style-type: none"> <li>be aware of other people's lifestyles and beliefs</li> <li>personal responsibility for personal safety and behaviour</li> </ul>	
Age 9 - 11	<b>Science Curriculum</b>		
	<ul style="list-style-type: none"> <li>that the life processes common to humans and other animals include growth and reproduction</li> <li>about the main stages of the human life cycle</li> </ul>		
	<b>PSHE Curriculum</b>		
	<b>Knowledge (PSHE)</b>	<b>Skills (PSHE)</b>	<b>Attitudes (PSHE)</b>
<ul style="list-style-type: none"> <li>that bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread</li> <li>about the physical changes that take place at puberty, why they happen and how to manage them</li> <li>understand that physical changes take place at different rates for different people</li> <li>Know the facts of the human lifecycle, including sexual intercourse</li> </ul>	<ul style="list-style-type: none"> <li>recognise their changing emotions with friends and family and be able to express their feelings positively</li> <li>recognise and challenge stereotypes, for example in relation to gender</li> <li>recognise the pressure of unwanted physical contact, and know ways of resisting it</li> </ul>	<ul style="list-style-type: none"> <li>the diversity of lifestyles</li> <li>others' points of view, including their parents' or carers</li> <li>the need for trust and love in established relationships.</li> <li>about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together</li> </ul>	
<ul style="list-style-type: none"> <li>the many relationships in which they are involved</li> <li>where individual families and groups can find help about keeping themselves safe when involved with risky activities</li> <li>understand how self-confidence and assertiveness can help them keep themselves safe</li> <li>what makes a healthy lifestyle, what affects mental health and how to make informed choices</li> </ul>	<ul style="list-style-type: none"> <li>respect other people's viewpoints and beliefs</li> <li>identify adults they can trust and who they can ask for help</li> <li>be self-confident in a wide range of new situations, such as seeking new friends</li> <li>see things from other people's viewpoints, for example their parents and their carers</li> <li>listen to, support their friends and manage friendship problems</li> </ul>	<ul style="list-style-type: none"> <li>why being different can provoke bullying and why this is unacceptable</li> <li>when it is appropriate to take a risk and when to say no and seek help</li> <li>the diversity of values and customs in the school and in the community</li> <li>value themselves and identify positive things about themselves</li> </ul>	

**Appendix B – Glossary**

Abortion:	the expulsion of a foetus from the womb. This may be spontaneous, but is most commonly used to describe a process where expulsion is induced.
AIDS:	Acquired Immune Deficiency Syndrome (also known as SIDA Syndrome d'Immuno-Deficience Acquis)
Community:	All people, who live, work or in some other way impact on the lives of young people in the area in which they live.
Co-ordinator:	The lead member of staff in school for a particular area of work.
DfES:	Department for Education and Skills (previously known as DfEE Department for Education and Employment)
HIV:	Human Immunodeficiency Virus, the virus which leads to AIDS
PSHE:	Personal, Social and Health Education
School:	Any educational establishment, including Pupil Referral Unit or College of Further Education
SRE:	Sex and Relationships Education
STI:	Sexually Transmitted Infection
Visitor:	Someone who is not a member of school staff, who contributes to the planned provision of SRE or offers another service, such as giving advice or support. A visitor may be a member of another organisation (e.g. health professional, youth worker) or an individual (e.g. parent with a new baby).
Young People:	Children and adolescents 3-19 years