



Ancaster
Church of England Primary School

Sex and Relationships Education Policy

“Be the Best You Can Be!”

Signed by Chair of Governors: Signed by Headteacher:	Approved by the Governing Body and Headteacher at a meeting held on: 5.5.16
Next Date of Review: May 2017	Associated policies: Finance Policy

Policy Statement

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

1.2 At Ancaster Church of England Primary School, we believe that

- i. SRE takes place in many contexts within the community, including at home, at school and in youth and health settings.
- ii. 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.
- iii. SRE is most effective when provided in a wider context of social and emotional development. In schools, successful SRE is firmly rooted in PSHE.
- iv. 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.
- v. Effective SRE is responsive to the specific needs of young people.

1.3 This policy was developed in consultation with all school stakeholders and reflected the Cambridgeshire PSHE scheme used and the Primary Science National Curriculum.

1.4 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:

- i. Every Child Matters
- ii. National Healthy Schools
- iii. Choosing Health
- iv. Cambridgeshire Teenage Pregnancy Strategy
- v. Primary Care Trust Sexual Health Strategies

1.4 Other school policies are relevant to our provision of SRE: PSHE and Citizenship, Child Protection, Confidentiality, Behaviour, and Anti-bullying. This SRE policy will be made available to all members of the school community through the school website.

1.5 This policy is consistent with national guidance, in particular 'Sex and Relationship Education Guidance' DfEE 2000. It also reflects recommendations from OfSTED, the National Healthy Schools Standards and the views of the Sex Education Forum.

1.6 This policy is the responsibility of the governing body, it has been shared and approved by teaching staff and has been discussed and ratified by the Full Governing Body.

Aims

2.1 The aim of this Policy is to provide staff, associated practitioners, governors and parents with structured guidance and agreed entitlements that provide continuity throughout young people's school lives.

2.2 We will achieve this by:

- i. Building a shared understanding of effective practice for SRE.
- ii. Promoting young people's entitlement to SRE that meets their needs and those of their communities.
- iii. Enabling the school to confidently review, evaluate and develop its SRE policy and practice.

2.3 Through this policy the school seeks to enable young people to:

- i. develop interpersonal and communication skills
- ii. develop positive values and a moral framework that will guide their decisions and behaviour
- iii. develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- iv. respect themselves and others, their views, backgrounds, cultures and experiences
- v. develop loving, caring relationships based on mutual respect
- vi. be able to name the parts of the body and understand the process of human reproduction
- vii. understand the reasons for and benefits of delaying sexual activity
- viii. be prepared for puberty and the emotional and physical effects of body changes
- ix. value, care for and respect their bodies
- x. foster self-esteem, self-awareness, a sense of moral responsibility and skills to avoid and resist unwanted sexual experiences.
- xi. access additional advice and support.

Entitlement

3.1 Ancaster Church of England Primary School is committed to working towards the implementation and development of the entitlements relevant to our school setting.

3.2 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.

3.3 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.

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

- i. Personal Development through designated lessons, circle time and focused events
- ii. Other Curriculum areas, especially Science, English, RE and PE

3.5 Specific Units of Work on SRE are planned into our teaching programme at YR, Y1, Y3, Y5 and Y6. (As described in Appendix B: The Entitlement Curriculum for Sex and Relationships Education).

3.6 We understand that at times young people will benefit from varying methods of delivering the SRE curriculum. For example, we will use small group teaching where this will help us to meet the needs of young people more effectively.

3.7 The Entitlement Curriculum for SRE is included in this policy (Appendix B). 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

3.8 Young people are entitled to:

- i. Information that suits their needs. It must be up-to-date, accurate and presented in an appropriate style and format
- ii. Appropriate advice and support that enables them to access the services they need
- iii. An understanding of confidentiality and its application in different settings
- iv. An effective programme of education that is inclusive and based on good practice
- v. Participation at every level, with appropriate approaches used to ensure equality of opportunity
- vi. Respect
- vii. A range of services and opportunities
- viii. Non-judgemental responses
- ix. Work with adults who are appropriately trained.

3.9 Adults working with young people are entitled to:

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

- ix. Opportunities to share good practice
- 3.10 Parents, carers and other adults in the community are entitled to:
- i. Information that suits their needs. It must be up-to-date, accurate and presented in an appropriate style and format
 - ii. A safe and supportive environment for their young person
 - iii. Support to understand their rights and responsibilities
 - iv. Be involved, through parent representatives, in developing SRE policy and practice
 - v. Respect for their personal beliefs and needs
 - vi. Understand the confidentiality 'codes of conduct' for professionals working with young people.

Implementation

- 4.1 Our work in SRE is set in the wider context of our school values and ethos:
- i. We promote a healthy, safe and caring environment for all pupils and staff.
 - ii. We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
 - iii. We promote pupil's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
 - iv. We prepare our pupils to confidently meet the challenges of adult life.
 - v. We provide sufficient information and support to enable our pupils to make safe choices.
 - vi. Through an enriched curriculum, we provide young people, with opportunities to develop the necessary skills to manage their lives effectively.
 - vii. We help our young people to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
 - viii. We create a wider awareness of religious, moral and cultural values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life.
- 4.3 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.
- 4.4 The SRE curriculum will primarily be delivered by class teachers
- 4.5 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 Leader
- 4.6 The PSHE Leader is responsible for reviewing and evaluating SRE at our school. The PSHE Leader is accountable to the Head Teacher in this task.

4.7 Staff will be assisted in their planning and delivery of the Entitlement Curriculum by the PSHE Leader who will, with support, provide lesson plans and activities for colleagues, collate assessments, plan INSET to meet staff needs and liaise with visitors who support the delivery of SRE.

4.8 Governors hold responsibility for the SRE policy and will be assisted in implementing and monitoring it by the PSHE Leader, Head Teacher and teaching staff.

Teaching and Learning: Pedagogy and Resources

5.1 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:

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

5.2 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.

5.3 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 and videos to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

5.4 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.

5.5 In order to ensure the SRE Curriculum meets the needs of all:

- i. We will not promote one particular lifestyle over another.
- ii. We will not seek to gain consensus, but will accept and celebrate difference.
- iii. We will encourage respect and discourage exploitation.
- iv. We will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so.

5.6 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 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:

- i. Their level of vulnerability
- ii. Their need to learn and demonstrate appropriate behaviour
- iii. The need to promote self-esteem and body image
- iv. The need to involve all staff including ancillary staff and carers in policy development, planning and training
- v. The management of personal care
- vi. Clarity about sources of support for pupils

5.7 Resources: We will primarily use the Cambridgeshire Personal Development 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:

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

5.8 Working with Visitors and Community Agencies to Support SRE in School: 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:

- i. Visitors will never be asked to carry out the teacher's role in the care and management of pupils.
- ii. Visitors will not be asked to work alone with pupils in a classroom situation.

- iii. 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.
- iv. All lessons will be planned in direct liaison with the teacher or Personal Development Leader, taking account of the age and needs of the group and the context of the work within the Personal Development programme.
- v. 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.
- vi. Any resources which a visitor wishes to use in the context of a lesson will be discussed and agreed with the Personal Development Leader or a lead teacher beforehand.
- vii. The contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

5.9 Working with Visitors and Community Agencies to Support SRE 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:

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

In return visitors will ensure that:

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

5.10 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 on the school website and can be obtained from the school from the Head teacher or Personal Development Leader.

- i. In cases where there may be cause for concern, staff are unable to offer absolute confidentiality but will deal with the matter according to procedures outlined in the confidentiality policy.
- ii. 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.
- iii. 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.

5.11 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 for child protection immediately.

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.

5.12 Staff training / CPD: 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.

Teaching and Learning: General Progression

6.1 Class teachers will ensure that they are building on what children already know, by undertaking activities at the beginning of a study unit, which give them an idea of children’s level of knowledge and understanding.

6.2 Planning will be carried out with the support of the coordinator to make sure that children
move forward in their understanding of SRE concepts and development of SRE skills as
well as increasing their level of knowledge about SRE.

6.3 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.

- i. We will refer to the results of the Health Related Behaviour Survey for our district.
- ii. We will engage the young people in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- iii. We will encourage young people to ask questions as they arise by providing anonymous question boxes.
- iv. We will ask young people to reflect on their learning and set goals for future learning.
- v. 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.

Assessment, Recording and Reporting

7.1 Each class teacher is responsible for assessing, recording and reporting children's progress and attainment in SRE.

7.2 Formal and informal assessment is used to inform planning and teaching on a session by session basis.

7.3 Assessments will be undertaken within each study unit. These will be linked to the learning objectives for the study unit and appropriate records of these assessments will be kept.

7.4 Evidence of attainment will be collected continuously by observing, questioning, talking and listening and examples of work, reflecting a range of abilities, will be collected for assessment purposes.

7.6 Attainment in the Foundation Stage is assessed according to Development matters and Early Learning Goals, with particular reference to Personal, Social and Emotional Development.

Working with Parents/Carers and our School Community and the Right of withdrawal

8.1 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:

- i. Informing parents and carers by letter of forthcoming SRE topics
- ii. Inviting parents to review resources and activities used in SRE and listen to their views
- iii. Making the SRE policy available to parents on request
- iv. Informing parents and carers about the SRE programme as their child joins the school through the school website
- v. Providing supportive information about parents' role in SRE
- vi. Informing parents and carers about visits from professionals supporting the SRE programme
- vii. Providing information about support opportunities for young people within the school.

8.2 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. 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' (download from www.dfes.gov.uk/sreandparents.) Parents or carers who have withdrawn their child will be asked to reconfirm their decision each year.

Monitoring

9.1 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.

9.2 The effectiveness of the SRE curriculum (as stated in this policy) will be monitored and evaluated by the PSHE Leader. The leader 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.

Review

The PSHE Subject Leader will review this policy annually. Any suggested amendments will be discussed with the Head teacher and staff and will be presented to Governors when appropriate.

Policy ratification: 5.5.16
Next review: May 2017

Appendix A

The Entitlement Curriculum for Sex and Relationships Education

Foundation Stage and Key Stage 1 (Year 1/2)

Age 3-5 Science Curriculum • find out about and identify some features of living things, objects and events they observe

- | Knowledge (PSHCE) | Skills (PSHCE) | Attitudes (PSHCE) |
|---|----------------|---|
| • the ways adults care for children | | |
| • basic hygiene routines, including toileting and washing | | • dress and undress independently and manage their own personal hygiene |
| • describe their own appearance, including body parts | | • value their body, physical achievements and capabilities |
| • have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others | | |
| • some ways of being a good friend | | • recognise the importance of keeping healthy and those things which contribute to this |
| • respond to a range of experiences, showing a range of feelings when appropriate | | |
| • be able to identify when and how to say 'no' and 'stop' | | |

Age 5-7 Science Curriculum • that animals, including humans, grow and reproduce

- that humans and animals can produce offspring and these grow into adults
- recognize and compare the main external parts of the bodies of humans
- recognize similarities and differences between themselves and others and treat others with sensitivity

- | Knowledge (PSHCE) | Skills (PSHCE) | Attitudes (PSHCE) |
|---|----------------|--|
| • how some diseases are spread and how to control them | | |
| • about the process of growing from young to old and how people's needs change | | |
| • the names of the main external parts of the body, including agreed names for sexual parts | | |
| • understand they have rights over their own body | | • recognize their responsibilities and how these have changed |
| • follow basic rules for keeping themselves safe and healthy | | • value their own body and recognise its capabilities and uniqueness |
| • how families are special for caring and sharing | | |
| • ways in which they are like and different from others | | |

- that they have some control over their actions and bodies
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- recognize similarities between themselves and their peers
- why families are special and how they care for each other

Key Stage 2 (Year 3/4/5/6)

Age 7-9 Science Curriculum • that the life processes common to humans and other animals include growth and reproduction

- about the main stages of the human life cycle

Knowledge (PSHCE) Skills (PSHCE) Attitudes (PSHCE)

- name the main external parts of the human body, including scientific names for sexual parts
- understand the physical differences between males and females
- understand how their responsibilities will change in the future
- carry out regular personal hygiene routines
- who has responsibility for their personal hygiene and who will have responsibility in the future
- the responsibilities parents have for babies
- perceptions of being 'grown up'
 - consider ways they affect and are affected by their special people
- be able to listen to and support their friends and manage friendship problems
- be able to recognize unwanted physical contact and ways of stopping it and getting help
- be aware of other people's lifestyles and beliefs
- personal responsibility for personal safety and behaviour

Age 9-11 Science Curriculum • that the life processes common to humans and other animals include growth and reproduction

- about the main stages of the human life cycle

Knowledge (PSHCE) Skills (PSHCE) Attitudes (PSHCE)

- that bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread
- about the physical changes that take place at puberty, why they happen and how to manage them
- understand that physical changes take place at different rates for different people
- Know the facts of the human lifecycle, including sexual intercourse
- recognize their changing emotions with friends and family and be able to express their feelings positively

- recognize and challenge stereotypes, for example in relation to gender
- recognize the pressure of unwanted physical contact, and know ways of resisting it
- the diversity of lifestyles
- others' points of view, including their parents' or carers
- the need for trust and love in established relationships.
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together
 - the many relationships in which they are involved
- where individual families and groups can find help
- about keeping themselves safe when involved with risky activities
- understand how self-confidence and assertiveness can help them keep themselves safe
- what makes a healthy lifestyle, what affects mental health and how to make informed choices
- respect other people's viewpoints and beliefs
- 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
- see things from other people's viewpoints, for example their parents and their carers
- listen to, support their friends and manage friendship problems
- 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
- value themselves and identify positive things about themselves

Appendix B

Guidance and Procedure for 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 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.

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

d) STI's and HIV/Aids

Primary: We will teach about STI's 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

Primary: 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 'Anti-bullying Policy' which explicitly refers to homophobic bullying.