



Learning at the heart, igniting possibility!

SEX AND RELATIONSHIPS EDUCATION POLICY

Vision and values

Our core moral purpose is encapsulated in the vision statement for the school: Learning at the heart, igniting possibility! Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our school. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential. There are no glass ceilings put on any of our learners; we wish to ignite a passion for learning and for life that will remain with them as they move on to their next phase of the learning journey elsewhere.

Behaviour and Safety of our learners is paramount and every consideration is given to 'pupils' behaviour towards, and respect for, other young people and adults, and their freedom from bullying, harassment, and discrimination. This may include cyber-bullying and prejudice-based bullying and language related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability as defined in the Equality Act 2010.'

UN Convention on the Rights of the Child/UNICEF's Rights Respecting School

Within the school, staff will ensure that the Convention of the Rights of the Child (CRC) is embedded into the school ethos and curriculum. The following Articles relate most specifically to this Policy:

Article 12 (respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 34 (sexual exploitation)

Governments must protect children from sexual abuse and exploitation.

Article 36 (other forms of exploitation)

Governments must protect children from all other forms of bad treatment.

School context

The school attracts pupils from a wide area well beyond its catchment, which reflects the popularity of, and the high regard the wider community has for the school. The school has been over-subscribed for the past six years. 65% of pupils come to the school from the local electoral Ward (Trinity). The school's immediate catchment is above the English average in terms of the percentage of high social class households and well below average for overcrowded households. However, this is not the case for all areas in which pupils live. Including the local Ward, the percentage of adults with higher education is well below the English average. A Learning (satellite Children's) Centre has been built on the site which offers services identified as a need for the local community.

Following extensive consultation, the school changed status to a foundation school from the 31st August 2012. In partnership with five other schools, a shared Co-operative Learning Trust has been established: The Tame Valley Cooperative Learning Trust.

The percentage of minority ethnic children is well below the national average across all local wards.

The percentage of **minority ethnic children** is well below the national average across all local wards. 87% of our pupils are White British. Thirteen percent of pupils are Non White British (75 pupils). The largest other groupings are White and Black Caribbean (8 learners) and any other white background (9 learners) as well as white and asian (7 learners). 2% of our pupil population (10 children) have **English as an additional language in the Summer Term 2018 this was 0.8%**. There are a total of 55 (9%) of learners determined to have **Special Educational Needs**. There are 53 disadvantaged learners (8.9%) PP/FSM children. There are 23 children (4%) who are claiming Free school meals. Pupil Premium and SEN combined figures are 6 children (11.3% of PP and 10.9% of SEN)

Data from the Office for National Statistics shows that the **conception rates per 1000 for under eighteens are significantly higher in Tamworth than nationally** (61.6 per 1000 2010 compared to 35.5 for England).

Rationale/principles

Sex and Relationship Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of respect, love and care and committed, stable and loving relationships for family life. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

SRE has three main elements:

- **attitudes and values** including moral considerations, learning the value of respect, love and care, developing critical thinking as part of decision-making;
- **personal and social skills** including learning to manage emotions and relationships confidently and sensitively, developing self-respect and empathy for others, learning to make choices, appreciating the consequences of choices made, managing conflict;
- **knowledge and understanding** including of physical development at appropriate stages, reproduction, sexual health and contraception.

It is the aim of Dosthill Primary Academy to ensure that all children receive sex and relationship education.

We aim to:

- meet the social, physical, emotional and moral needs of all children,
- develop the children's understanding of the importance of family life, stable and loving relationships, respect, love and care,
- promote positive attitudes to related health topics.

Furthermore, all children are entitled to be taught in an interesting and enjoyable way. SRE is delivered through the Science and Citizenship and Personal, Social and Health Education areas of learning based on the National Curriculum (Nov 2014). **The activities that we provide will promote positive attitudes for the children to become valued members of the school and wider community.**

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.' (*Guidance on PSHE DfE 2013*)

Section 2.1 of the National Curriculum framework 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'

Confidentiality

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality;
- Children and young people are informed of the limits of confidentiality that may be offered by teachers;
- Children and young people are encouraged to talk to their parents, carers or teachers and given support to do so.

Pastoral Support

As part of the school pastoral programme, we will endeavour to identify and support those children and young people who are more vulnerable and put in to place any appropriate extra support.

School environment, relationships and ethos
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SRE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In our school we aim to develop a 'family feel' where all children are valued for the distinctive talents and qualities they possess together with the contributions they can make. Staff forge positive and appropriate relationships with children getting to know them as individuals. Children are supported when any emotional, behavioural or academic issues arise. They tell us that they feel safe. Adults talk to children positively and show an interest in them.

Children are supported by a consistent approach in an environment that places them first.

Approaches to developing and managing conflict are embedded in the school through activities such as our Playground Buddies schemes. Furthermore, the schools strong commitment to Anti-bullying ensures that children manage relationships and feel safe. The self-esteem of every learner is a concern for all and is built through valuing the artistic, sporting, academic and other talents that children possess. Additionally a member of staff with specialist skills and training offers emotional support to learners who have additional needs regarding emotions and relationships.

All schools have a statutory duty to promote their pupil's well-being. Good quality SRE, taught within PSHE education, has an important part to play in fulfilling this duty. PSHE education is a complex subject and includes these strands: sex and relationships education (SRE), drug education, economic wellbeing including financial capability, emotional health and wellbeing, healthy lifestyles and staying Safe

SRE should be audited and reviewed regularly to ensure that it meets the needs of the children and young people it is aimed at.

'All children and young people are entitled to good quality SRE that meets their needs. Good quality SRE helps young people to develop positive relationships, avoid negative outcomes, such as unplanned pregnancy, and enjoy sexual health throughout their lives' (Sex Education Forum, 2008)

Our aim as a school is to create:

- **Successful learners** – who enjoy learning, make progress and achieve
- **Responsible citizens** – who make a positive contribution to society
- **Confident individuals** – who are able to lead safe, healthy and fulfilling lives

School curriculum

SRE is firmly rooted within our curriculum, particularly within Science and Technological understanding and PSHE areas of learning. Many opportunities exist throughout the curriculum for promoting SRE. The programme is developmental and builds on children/young people's existing knowledge, experience and perceptions. There is progression across key stages.

Consideration is given to pupil's needs, ethnic origin and culture. The programme demonstrates educational inclusion and links to the UN Convention on the Rights of the child.

Parents have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum science lessons. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children. Should parents withdraw their child from SRE, they will be signposted to relevant materials/organisations including those accessible via the Internet.

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year (Year 6):

- Developing confidence and responsibility and making the most of pupils' abilities;
- Preparing to play and active role as citizens;
- Developing a healthier, safer lifestyle; *and*,
- Developing good relationships and respecting differences between people.

Aims of our Sex and Relationships Education:

To give children and young people the opportunity to learn about:

- physical, moral and emotional development.
- the importance of marriage for family life, stable and loving relationships, respect, love and care.
- sex, sexuality and sexual health.

Objectives

SRE has three main elements:

1. knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services; (secondary schools)
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; (secondary schools)
- learning how to avoid unplanned pregnancies. (secondary schools)

2. personal and social skills

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

3. attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Taken from 'Sex and Relationships Education Guidance', DfEE 2000.

See appendices for overview of SRE and PSHE curriculum.

Approaches to Learning & Teaching

It is essential that SRE is delivered in a safe, secure and supportive learning environment. We believe that the following elements are essential to ensure this:

- The establishment of clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries;
- The use of distancing techniques, including depersonalised discussions, role play and theatre in education;
- The use of clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences;
- The ability to deal with unexpected questions, comments from pupils and sensitive issues.

In our school, children/young people are encouraged to develop confidence in talking, listening and thinking about sex and relationships through a carefully planned and constructed SRE curriculum led and supervised by the Science Leader. The core principles of teaching and learning in SRE are:

- To ensure that every pupil succeeds through the provision of an inclusive education within a culture of high expectations;
- To build on pupils' knowledge and experiences: with teaching structured and paced to ensure that they understand what is being taught and how;
- To ensure that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving;
- To provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge;
- To make learning enjoyable and challenging with teaching techniques and strategies matched to a range of learning styles and needs;
- To promote assessment for learning; making pupils partners in their own learning and allowing time for reflection and consolidation;
- To ensure that staff training needs are identified and met.

Grouping: Generally SRE is delivered in mixed gender groups. However, in order to facilitate maximum contribution and to avoid embarrassment, according to the needs and character of the cohort, aspects of SRE are sometimes delivered in single sex groups. E.g. For puberty discussions, where possible, a male teacher conducts the 'Boy Talk' and female teacher(s) the 'Girl Talk' sessions in year 5.

Teaching methods include: circle time, role play, drama, use of visual materials including recorded programmes and discussion. In line with Teaching and Learning Policy at Dosthill Primary Academy teachers consistently:

- Encourage children to enjoy being challenged, to take risks and not be afraid of making mistakes.
- Use children's specific interests, prior knowledge assessments, questions to guide learning and teaching.
- Use a range of visual, auditory and kinaesthetic styles in order to meet but also develop children's less preferred learning style.
- Provide children with a range of learning outcomes (where appropriate offer a choice), such as debates, role-plays and oral presentations; investigation and problem solving; research and self-discovery, designing and making things, not always written outcomes.
- Introduce learning in the most effective way for the objective. A flexible, imaginative, creative and inspiring teaching style.
- Where appropriate provide all learners with specific challenge/extension tasks and encourage/motivate children to reach their challenge in order to motivate and extend children's learning potential.
- Use time targets and minimum expectations so that all learners are productive.
- Use oral and written feedback to motivate, guide and challenge all learners.
- Plan for and encourage children to extend their learning at home, valuing and sharing children's contributions and home learning sharing children's contributions and home learning.

- Use other adults, including visitors from the local and wider community, within the classroom effectively sharing their experience and expertise.
- Use focused displays to motivate, support and enhance learning in classrooms and around school, checking with children that displays are accessible for all levels of ability.
- Use Building Learning Power to support pupil understanding of SRE learning objectives/challenges. Particularly relevant is developing empathy.
- Use a multi-sensory approach to learning (E.g.: Film clips, music, sounds, ICT, the environment, artefacts, interesting items).
- Identify and gather appropriate resources for the lesson, modify materials and organisation to accommodate pupils' specific needs and abilities.
- Provide and encourage children to independently use a range of resources to maximize their learning.
- Use the environment most effectively to maximise learning (inside and outside).
- Use educational visits and visitors to enhance learning : e.g. street warden/Local police officers

Outside visitors:

Where appropriate we make best use of agencies/visitors and always ensure prior to the visit that their contributions to PSHE education are clear and are suitable about what the children and young people's needs are and then plan their activities appropriately to specifically meet these needs. Planning by the agency/visitor in advance of their contribution is essential. One off unplanned contributions from outside agencies/visitors does not enhance the learning of children and young people.

Visitors should never be used to substitute or replace planned provision. It is the Science Leader's, Assistant Head's and Teachers' responsibility to plan the curriculum and lessons. Any decision to involve adults other than Teachers and the School Nurse would need to be sanctioned by the Headteacher.

It is a legal requirement that the teacher is present during the session.

Planning

Weekly/short-term planning is developed from the long-term curriculum overview. Planning includes specific, child-friendly learning objectives, success criteria, differentiation, a description of activities and organisation, assessment opportunities and ICT links. Staff describe learning objectives as learning challenges and including dual learning objectives/challenges which include a reference to the 'muscles' that are developed through the Building Learning Power approach.

Meeting the needs of all learners

SRE is for all learners. Our programme focuses as much on boys as girls. Traditionally there has been a focus on girls. Boys may have felt that sex education is not relevant to them and are unable or too embarrassed to ask questions about relationships or sex. Boys are also less likely to talk to their parents about sex and relationships.

Research has shown that children cannot always rely on their parents to talk to them about puberty or sex. As a school, we will endeavour to be sensitive to what is culturally appropriate, guided by pupils themselves and their parents. No SRE content will be delivered without first highlighting to parents and learners that it will take place in the future and giving them time and opportunity to raise concerns/issues which may include those related to religion or culture. Parents/carers will also be given an opportunity to view any resources prior to their delivery to learners. **It is incumbent on staff to modify approaches to ensure that all receive SRE in an appropriate way for them.**

Children with special educational needs are included in SRE in the same way as all other learners. SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. Some pupils may be more vulnerable to abuse and exploitation than their peers or need more support to know how to behave in an acceptable public manner. Teachers, informed by specialist advice where necessary (e.g. from the Autism Outreach Service) will help learners to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. In order to meet the needs of SEN learners,

planning is differentiated. This may include one to one or small group work to ensure that learning is made more explicit.

SRE will never be marginalised for learners with SEN; they are not withdrawn from SRE so that they can catch up in other National Curriculum Subjects.

Responding to sensitive issues and supporting children/young people:

Sexual identity and sexual orientation DfE Sex and Relationships Guidance states that, 'Young People whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs'. Teachers are encouraged to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

Homophobic bullying is dealt with in the same way as any other form of bullying under the school's Anti-bullying Policy. Homophobic bullying is not tolerated and will always be responded to appropriately

Teachers and all those contributing to SRE are expected to work within the agreed values framework outlined in this policy. Support and training will be offered to those staff who feel they need guidance on delivering the SRE programme in a sensitive and effective way.

Puberty Whole class and group activities in Year Five cover general physical and emotional changes including:

- periods
- voice breaking
- body odour
- body/pubic hair
- spots
- breast development
- wet dreams
- erections
- emotional changes/hormones

Teaching will include when these changes are likely to happen and the issues that may cause young people anxiety and how they can deal with these. However, any individual questions or issues will also be addressed as they arise.

How a baby is conceived and born is covered in the Year Five programme of learning. Questions relating to this are responded to sensitively and appropriately by staff.

Contraception is referred to and on occasion learners will make more detailed reference to this through their comments and questions, however, it **is not covered in detail as part of our programme of SRE**. It is part of SRE at Secondary/High School.

Abortion and Miscarriage is not covered as part of our SRE programme. Questions that arise will be dealt with factually, sensitively and appropriately. However, care will be taken to ensure that the religious convictions of learners and parents are respected, and it is not debated as an issue or explored in any detail.

Safer Sex, HIV/AIDS and sexually transmitted infections are not covered as part of our SRE programme. Questions that arise will be dealt with factually, sensitively and appropriately.

Ground rules help teachers and others to create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. These are developed with each class or year group before any SRE take place. These could be as follows/similar to:

- No one (teacher or learner) will have to answer a personal question;

- No one will be forced to take part in a discussion;
 - Only the correct names for body parts will be used; or where appropriate, acceptable familiar and commonplace age appropriate terms;
- and,
- Meaning of words will be explained in a sensitive and factual way.

Dealing with questions. If a question is too personal, children should be reminded of the ground rules. If a pupil needs further support, they can be referred to another member of staff, the school nurse, or parent, outside agency or service. If a teacher does not know the answer to a question, they should acknowledge this and it may be suggested that they research it together at a different time. If a question is too explicit or feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect but the rest of the class will not have to listen to personal experience or inappropriate information.

Safeguarding/Child Protection Teachers and other adults involved in SRE will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's Safeguarding (Child Protection) Policy. A copy of this is available from the school's designated teacher for child protection who is the Headteacher, Mrs C Keay. Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken. The adult should note their concerns on our electronic recording system 'My Concern' as soon as they can and this will then be followed up by one of the designated safe guarding leaders. There may be rare occasions when a primary school teacher or member of staff is directly approached by a primary age child who is sexually active or is contemplating sexual activity. **This will always be viewed as a Child Protection issue and the school's designated teacher informed as soon as possible.**

Celebration of Achievement, Assessment, Recording and Reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme. Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self-awareness and self-esteem.

Currently PSHE/Citizenship, including SRE, is not formally tracked or assessed; however class teachers monitor pupil's contributions and appreciation, in order to assess pupils' overall understanding.

At the beginning of a unit of learning the prior knowledge of learners is assessed to determine their knowledge, skills, attitudes and understanding. Their interests in terms of areas of learning are also discussed and identified. These are then used to determine the programme of learning to follow, adapting previous planning to ensure that it meets the learning needs and interests of specific cohorts and groups.

Working with Parents

Our school seeks to work in partnership with parents to provide effective SRE and support for children/young people. Parents need to know that the school's SRE programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy.

Research shows that good, comprehensive SRE does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and benefits to be gained from, delaying such activity.

Parents should be reassured that the personal beliefs and attitudes of teachers do not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within an agreed values framework as described in this Policy which is in line with current legislation and guidance.

Parents are the key people in:

- teaching their children about sex and relationships

- maintaining the culture and ethos of the family
- helping their children cope with the emotional aspects of growing up; *and*,
- preparing them for the challenges and responsibilities that sexual maturity brings.

We understand that parents need support in helping their children learn the correct names of the body, talking with their children about feelings and relationships; and answering questions about growing up, having babies, feeling attraction, sexuality, sex and relationships.

We hold an annual twilight session for the parents of children in Year 5 with a dual aim: to familiarise parents with the materials used for teaching SRE and to offer them support in helping their children. Parents are invited to the session via a letter and are reminded that it is not an opportunity to debate the agreed SRE content. This takes prior to the programme of learning and teaching in SRE being delivered. Parents are encouraged to attend and have reported positively on this opportunity in the past. This Policy is also placed on the school website so that all parents have access to and can make convenient reference to it.

Your right as a parent

Parents/carers have the right to withdraw their child from some, or all, SRE lessons, but not statutory science lessons. Should parents consider taking this step, they are advised to talk it through with their child and then with the Head Teacher. Should parents decide this step is necessary, they will be accepting responsibility for educating their child about SRE or the element of this their child is withdrawn from.

Roles and responsibilities

Area of Learning Teams: SRE falls under the remit of the Science and Technological Understanding Area of Learning Team together with the Physical Development, Health and Wellbeing Area of Learning Team.

Subject Leader: Mrs C Blewitt (Science Leader) and Miss J Lewis (Assistant Head with lead responsibility for Behaviour and Safety together with Social, Moral, Spiritual and Cultural aspects of learning). Their combined role is to support staff with their subject delivery and to be up to date with current initiatives in order to cascade information to the staff as a whole.

Head Teacher: To ensure staff are fully able to deliver SRE appropriately and that pupils are receiving their entitlement.

Senior Assistant Head: Mrs Burke in her role as Curriculum Leader, to formulate the long-term curriculum plan ensuring that SRE is embedded; links are made to other areas of learning and to monitor medium-term planning.

Teachers and Teaching Support Staff: To ensure appropriate delivery of SRE in line with the Policy.

Governors: Agree and review the SRE Policy on a regular basis. Question the Head Teacher and others to ensure that the policy is implemented and impacts positively on learning and teaching. The Curriculum Committee carry out a detailed review of the SRE Policy on an annual basis. The named governor with lead responsibility for SRE is the Chair of the Curriculum Committee, Julia Jones.

Learners: Have a responsibility to take an active part in their learning responding positively. Also to be active participants in personalising and extending their own learning at school and at home. Also in the context of this Policy, to contribute to and follow the agreed ground rules established, also respecting the views and opinions of other learners.

Other adults including parents: To realise that learning constantly takes place, not only within the classroom but in all environments; value and recognise their role in shaping children's attitudes and life-long learning experiences; to create positive relationships with all children and to recognise their impact on children's self-esteem. Also, to exercise their right to withdrawal from SRE only having given careful consideration to this Policy and any

representations from school staff. Furthermore, to recognise the vital contribution they have to SRE including responding to their own children's questions.

Resources

We use an Entrust unit to support our planning for SRE. This resource is used across the school alongside the teaching of PSHE.

We are always willing to share the resources used for SRE with parents/carers so they can make an informed judgement on their children's involvement in SRE lessons and most importantly, know what is being covered during specific SRE lessons.

Care is taken to ensure that all materials used protect learners from anything inappropriate having regard to their age and cultural background. Inappropriate images and explicit materials are never used. The materials make use of carefully drawn diagrams and animations for example. Learners are protected from accessing unsuitable materials on the internet through the school's filtering system. There is a clear E-Safety Policy and Acceptable Use Policy which makes it clear to learners, staff, parents and others on procedures to follow should inappropriate material bypass the filtering system.

Monitoring & evaluation of the Policy

Review of planning, learner conferencing, staff conferencing and lesson observation all form part of the monitoring and evaluation process. Reviewing the effectiveness and relevance of the policy and may lead to modification of practice and/or policy.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Dissemination and review

The policy was revised, updated and approved by the Governing Body: *November 2018*

Date of next review: *Autumn Term 2019*

Appendix: Key documents and sources of advice

Sex and Relationship Education guidance, issued by DFEE in July 2000

SRE and Parents, leaflet for parents including information about their right to withdraw their child from SRE

DfE Anti-Bullying Pack – ‘Don’t Suffer in Silence’

www.education.gov.uk

Useful Web Sites:

Sex Education Forum

www.ncb.org.uk/sef

National Children’s Bureau

www.ncb.org.uk