

Cookridge Primary School Sex and Relationship Education Policy 2025- 2028



Ratified by governing body - October 2025

***Review every 3 years or earlier if legislation changes
– September 2028***

The Sex and Relationship Education Policy will be published on the school website.

Date of policy: **October 2025**

Review date: Every 3 years or review earlier if legislation changes

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

1. Context – why SRE is important in our school

High quality SRE helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons, as set out in the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', statutory guidance for school:

1. Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.
2. The duties on schools in this area are set out in legislation.¹ The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education.² They also make health education compulsory in all schools except independent schools. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools. Parents³ have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
3. The subjects are part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. Key aspects of RSHE are in scope for Ofsted inspection, for example, through inspectors' consideration of pupils' personal development, behaviour and welfare, and spiritual, moral, social and cultural development.

The Department of Health set out its ambition for all children to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'. **National Curriculum**

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

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

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

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

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

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

- a coordinated and consistent approach to curriculum delivery has been adopted, with support from the Health & Wellbeing Service
- the content of the SRE curriculum is flexible and responsive to pupils' differing needs which are gathered at least annually through My Health My School Survey
- children are receiving an entitlement curriculum for SRE in line with national and local guidance
- there are clearly identified learning objectives for all SRE activities and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community.

2. Location and dissemination

This policy document is freely available on request to the whole school community. The policy is referred to in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office and held in policy files.

3. Overall school aims for SRE

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

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

Attitudes and values:

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

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made

- manage conflict
- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:

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

SRE Guidance DfE 2025

In addition to this, we also aim to:

- raise pupils' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching SRE remain neutral in their delivery whilst ensuring that pupils always have access to the learning, they need to stay safe, healthy and understand their rights as individuals

The aim of SRE is NOT to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation
- sexualise children

The evidence, as summarised here: http://www.ncb.org.uk/media/494585/sef_doeswork_2010.pdf

4. The wider context of SRE

The school's SRE programme will:

- be an integral part of the primary phase learning process, beginning in early childhood and continuing into Year 6
- be an entitlement for all pupils, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils
- work in partnership with other health professionals and the wider community

SRE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic, transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships

- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

5. To whom the policy applies

Who does the policy apply to?

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school

6. Language

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

Agreed list of vocabulary used in school:

Year group	Vocabulary
Reception	Dress, undress, clean, smelly, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, uncle, auntie
Year 1	Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina, newborn
Year 2	Similar, different, sex, gender, stereotypes, boy, girl, male, female, private parts, penis, vagina, testicles, nipples, off spring, relationship, family, marriage, support, caring.
Year 3	Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationships
Year 4	Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings, erection, arm pits, vagina, testicles, womb, belly button
Year 5	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings, bra, deodorant

Year 6	Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Vulva, Labia, Clitoris, Cervix, Oestrogen, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, Prostate gland, Urethra, Ejaculation, Erection, Wet dream, Testosterone, Sexual intercourse, Penetration, Make Love, Pleasure, Egg, Ovum, Foetus, Zygote, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Cells, Contractions, Disease, Infection, Love, Loving, Consent, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia
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This is guidance for specific year groups; however, if pupils use language in different year groups we will discuss the terminology raised.

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in SRE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word ‘gay’ to mean something is rubbish is wrong and will not be tolerated. To tackle this, staff might say: ‘you’ve used the word ‘gay’, but not in the right way.’

As a result, pupils will hear references to different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

7. Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in SRE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for SRE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use an ‘ask it basket’ where questions may be asked anonymously.

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

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions *for example*, ‘I can only answer question on the content of this lesson’ or ‘That is something that may be covered later on’ or ‘I can’t answer that question, but you could ask your parents/carers’

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example: staff will set the tone by speaking in a matter-of-fact way

- pupils will be encouraged to write down questions, anonymously if desired, and post them in an ask-it basket

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

8. Key responsibilities for SRE

i) All staff

All staff will:

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

ii) Lead member/s of staff

The lead member/s of staff is/are entitled to receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

Specific responsibilities	Who
Co-ordinating the SRE provision, ensuring a spiral curriculum	PSHE lead
Accessing and co-ordinating training and support for staff	SLT
Establishing and maintaining links with external agencies/other health professionals	SENCo
Policy development and review, including consultation and dissemination	SLT
Implementation of the policy; monitoring and assessing its effectiveness in practice	PSHE lead
Managing child protection/safe guarding issues	Designated staff
Establishing and maintaining links with parents/carers	SLT/PSHCE lead
Liaising with link schools to ensure a smooth transition	Year 6 phase leader
Liaising with the media	Headteacher

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body will be offered appropriate SRE training
- ensure that all staff are given training on issues relating to SRE as well as how to deliver lessons on such issues

- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to SRE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of SRE to pupils
- ensure that SRE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding SRE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the SRE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced SRE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for SRE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate
- share the school's provision for SRE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with SRE at home

iii) Governors

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

iv) Pupils

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the SRE curriculum
- should support one another with issues that arise through SRE
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to SRE or otherwise
- will be asked for feedback on the school's SRE provision and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for SRE and taken into consideration when the curriculum is prepared for the following year's pupils

v) Parents/carers

The school will:

- keep parents/carers informed about all aspects of the SRE curriculum, including when it is going to be delivered through the school website
- gather parent /carers' views on the policy and take these into account when it is being reviewed
- provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through: parent workshops/websites
- expect parents/carers to share the responsibility of SRE and support their children's personal, social and emotional development
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through SRE
- provide support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

9. The right to withdraw

Parents/carers **cannot** withdraw their child from the statutory content included in the National Curriculum Science (As seen in the SRE Provision Tables in this policy p9-12). However, Parents/carers have a legal right to withdraw their children from the non-statutory elements of SRE such as **sexual intercourse and conception (Historically – Contraception has arisen) within Sex Education** (As seen in the SRE Provision Tables in this policy p9-12). Any parent/carer wishing to withdraw their child from SRE should firstly contact the class teacher to discuss the reasons why.

SRE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

Parents/carers who do withdraw their children will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include, *'If a pupil is withdrawn from the SRE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be. They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation. Pupils may also be stigmatised for not being included in these sessions. Ofsted figures show that about only four children will be withdrawn in every ten thousand (0.04%)*. Parents/carers must stipulate how their child will receive this content.

See appendix 1 sample letter to parents

10. Staff Support & CPD

The school provides regular professional development training in how to deliver SRE.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- an audit of staff CPD needs will be completed
- training and support are organised by PSHE lead.
- all members of the teaching and non-teaching staff will be offered generic SRE training
- teaching and non-teaching staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions

11. SRE Provision – KS1

PSHE links to...

Relationship Education – KS1 – Cycle 1 – Cycle 2

Sex Education – KS1 (Science)

PSHE Topic Links – KS1– Cycle 1 – Cycle 2

Celebrating Me (Self-Awareness)

1. * 1. Recognise people who care for them (e.g., parents, carers, siblings).
2. * 5. Understand that their body belongs to them and where personal boundaries are.
3. * 5. Know it's okay to talk to an adult if they feel sad or unsafe at home.
1. * (Science) I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2. * (Science) I have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
3. * (Science) I can notice that animals, including humans, have offspring which grow into adults.
4. * (Science) I should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
5. Growth mindset

Choices & Me (Responsible Decision Making)

- * 4. Know that we only talk to people online with an adult's permission.
- * 4. Understand that people online may not be who they say they are.
- * 4. Begin to learn basic online safety rules (e.g., tell a grown-up if unsure).
- * 4. Know to tell a trusted adult if someone makes them feel uncomfortable.
- * 1&5. Understand what secrets are safe (e.g., birthday surprise) and unsafe (e.g., if someone is being hurt).
- Independence to solve problems.
- * Money matters
- * Keeping safe (including road, water, rail and fire safety)
- * Individual liberty (assemblies)

Statutory (*has to be discreetly taught) Guidance
Pupils Should Know by end of Primary:

1. About Families and people who care for them
2. About Caring friendships
3. Respectful, Kind relationships
4. Online relationships, safety and awareness
5. Being safe

Non-Statutory Guidance:

- Sex Education

My Friends & Me (Relationship Skills)

- * 2. Understand what makes a good friend (e.g., kind, helpful, fun).
- Know how to make friends and how to include others in play.
- * 2&3. Understand that friends sometimes disagree and how to say sorry.
- * 3. Know that it's wrong to make fun of people or leave them out.
- * 3. Know about safe and unsafe touch.
- Voice & tone (assemblies)
- * Tolerance of others (assemblies)

Calming Me (Self-Management)

- * 5. Begin to recognise if someone is unkind and when to ask for help.
- * 2&3. Learn to say please, thank you, and show good manners.
- * (Science) I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Looking after my belongings.
- * Healthy diet and living.
- * Physical health (including impact of technology on our health)
- * Dental hygiene
- Transition to KS2



Community & Me (Social Awareness)

- * 1. Know that families love and care for each other.
- * 1. Understand that families can look different but all deserve respect.
- * 1. Understand that everyone is different and that's okay.
- * 3. Know that we should treat everyone kindly and with respect.
- * Celebrating differences (assemblies)
- Fairness (assemblies)
- * Mutual respect (assemblies)

Celebrating Me (Self-Awareness)

- * 1. Begin to understand that family relationships can change and sometimes have problems.
- * 5. Know where to get help if family relationships make them unhappy.
- * 3. Know the importance of self-respect and how to feel good about themselves.
- * (Science) I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- * (Science) I can describe the life process of reproduction in some plants and animals.
- * (Science) I should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- * (Science) I can describe the changes as humans develop to old age.
- * (Science) I should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty, including menstruation.
- * (Science) I could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
- * Influence of media (including TikTok)

Calming Me (Self-Management)

- * 2. Recognise when a friendship is making them feel bad and how to get help.
- * 1&3. Learn how to respect people who are different in appearance, beliefs, or background.
- * 5. Know how to say “no” if something makes them uncomfortable.
- Responsibility of belongings
- Goals for learning inside and outside of school (assemblies)
- Transition
- * Healthy living (assemblies)

Choices & Me (Responsible Decision Making)

- * 4. Understand that people online can behave differently from real life.
- * 4 Learn how to be kind and respectful online.
- * 4. Begin to identify online risks and what to do if something feels wrong.
- * 4. Understand why it’s important not to share personal information.
- * 5. Understand the difference between safe and unsafe secrets.
- * 5. Learn how to ask for help and talk to trusted adults.
- Independence to solve problems
- * Money matters (including saving and spending)

Statutory (*has to be discreetly taught) Guidance Pupils Should Know by end of Primary:

1. About Families and people who care for them
2. About Caring friendships
3. Respectful, Kind relationships
4. Online relationships, safety and awareness
5. Being safe

Non-Statutory Guidance:

Sex Education

My Friends & Me (Relationship Skills)

- * 2&3. Know how to build and maintain positive friendships.
- * 2. Understand the importance of being loyal and telling the truth.
- * 2. Learn how to resolve arguments fairly and understand different points of view.



Community & Me (Social Awareness)

- * 1. Understand what a healthy family looks like (love, care, time together).
- * 1. Know that families may include different people and that all should be respected.
- * 3. Understand what bullying is and that it’s never okay (including name-calling or online).
- * 5. Understand personal boundaries and how to respect others’ boundaries.
- * Celebrating differences. (assemblies)

* Individual liberty (including responsible decision making within the law) (assemblies)	* 3. Learn how to treat adults, teachers, and peers with respect. * Fairness whilst playing. - Giving and receiving compliments. * Tolerance of others. (assemblies)	* Bullying (assemblies) - Fairness (assemblies) * Democracy (assemblies)
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SRE Provision – UKS2

PSHE links to...	<u>Relationship Education – UKS2 – Cycle 1 – Cycle 2</u>	<u>Sex Education – UKS2 (Science)</u>	<u>PSHE Topic Links – UKS2– Cycle 1 – Cycle 2</u>
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<u>Celebrating Me (Self-Awareness)</u> * 1. Understand that stable relationships provide security for children. * 1&5. Know how to recognise and seek help if a family relationship feels unsafe. * 4&5. Understand personal boundaries in more complex situations (e.g., peer pressure, digital communication). * 5. Know the vocabulary to talk about body safety and privacy. * (Science) I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. * (Science) I can describe the life process of reproduction in some plants and animals. * (Science) I should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. * (Science) I can describe the changes as humans develop to old age. * (Science) I should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. * (Science) I could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. * Influence of media - Role models (assemblies) * Signs of ill-health - Peer pressure (assemblies)		<u>Calming Me (Self-Management)</u> * 3. Know when and how to ask for help if feeling excluded or hurt by a friend. * 3. Explore how respect works in different settings (school, home, community). * 5. Know how to report abuse and who to go to for help, including helplines and child protection services. * Physical health (including: sleep, exercise, washing hands, dental health) * Facts relating to allergies, immunisation and vaccination * Law and order (assemblies) * Keeping safe (including first aid and risk & impulse control) (assemblies) - SATs, transition	
<u>Choices & Me (Responsible Decision Making)</u>	Statutory (*has to be discreetly taught) Guidance Pupils Should Know by end of Primary:		<u>Community & Me (Social Awareness)</u>

• * 4. Recognise that not everyone online is trustworthy. • * 4. Learn how to think critically about information and friendships online. • * 4. Understand how to protect their own and others' privacy. • * 4. Know how to report online concerns to a trusted adult or appropriate platform. • * 4. Understand how to respond to unsafe situations, including online. • Sexual intercourse and conception (Historically – Contraception has arisen) • *The influences and risks of: medicines, tobacco, drugs and vaping • Healthy diet (including ethical and sustainable eating) • *Keeping safe (including risk and when things go wrong outside of school) (assemblies) • Discerning customer information (including AI) • *Money matters (including budgeting, Financial Exploitation)	1. About Families and people who care for them 2. About Caring friendships 3. Respectful, Kind relationships 4. Online relationships, safety and awareness 5. Being safe Non-Statutory Guidance: Sex Education <u>My Friends & Me (Relationship Skills)</u> • * 2. Know the qualities of strong friendships (trust, support, kindness). • * 2. Understand that friends may fall out but can make up in healthy ways. • * 3. Learn how to manage peer pressure and unhealthy friendships. • * 3. Know what to do if they witness or experience bullying, including online. • Belonging, loneliness and isolation (assemblies)		• * 1. Deepen understanding of the variety and importance of families. • * 1. Learn about commitment in relationships, including marriage and civil partnerships. • * 3. Understand what stereotypes are and why they can be harmful. • * 3. Learn how to show respect for people with different beliefs, interests, and identities. • *Bullying, discrimination, stereotypes, prejudice, misogyny (assemblies) • *Democracy (assemblies) • *Fairness (including law and order) • *Mutual respect (assemblies)
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12. By the end of Key Stage 2 (DfE - Statutory guidance for governing bodies, head teachers, senior leadership teams, and teachers July 2025):

Curriculum coverage:

Families and people who care for me - Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships - Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. *What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.*

11. *How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.*

Online safety and awareness Curriculum content:

1. *That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.*
2. *How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.*
3. *That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.*
4. *The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.*
5. *Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.*
6. *That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.*

Being Safe Curriculum content:

1. *What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.*
2. *The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.*
3. *That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.*
4. *How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.*
5. *How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.*
6. *How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.*
7. *How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.*

i) Curriculum organisation

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

- designated SRE time
- frequency of sessions
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies

ii) Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community to support SRE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority and we recognise and value its contribution to the SRE programme.

Before involving visitors in any aspect of SRE, teachers should ensure that

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

iii) Inclusion, equality and diversity

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

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

Responding to pupils' diverse learning needs:

Considerations will be made for

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

Ethnicity, religion and cultural diversity:

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

Single gender groups:

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

Special educational needs and learning difficulties:

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

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

Sexual identity and sexual orientation:

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

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

iv) Resources

We have carefully developed our own RSE curriculum under the umbrella of our PSHE curriculum, using many successful strategies and resources from P4C, Mindmate, Leeds Well-being service, You, Me and PSHE, PSHE Association etc. We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them

We may use children's books, both fiction and non-fiction, within our SRE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place.

v) Learning environment and additional non-negotiable ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of SRE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop a set of non-negotiable rules for lessons and discussions related to SRE. If pupils are to benefit fully from an SRE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. A set of additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the ask it basket for later.
- Don't name names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

We will develop these ground rules through:

vi) Assessment, recording and reporting in SRE

We assess pupils' learning in SRE in line with approaches used in the rest of the curriculum (including assessment for learning).

Assessment methods:

- baseline or pre-assessment (essential for needs-led SRE)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the SRE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school

vii) Monitoring and evaluation

How will the delivery and provision for SRE be monitored?

How will the delivery and provision for SRE be evaluated?

Monitoring activities:

- effective PSHE leadership with a system of lesson observations and peer support
- a system for regular review of the SRE policy and programme
- pupil/staff/parent surveys
- scrutinising staff planning
- Monitoring of Teaching and Learning through observation and triangulation

Evaluation activities: *[add/amend/delete as appropriate]*

- teacher and pupil evaluation of lessons, units and the overall SRE programme
- teacher and pupil evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and portfolios

13. Safeguarding and Child Protection

SRE plays a very important part in fulfilling the statutory duties all schools have to meet and the SRE policy should be closely aligned to the school's safeguarding policy. SRE helps pupils understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. The use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

When teaching any sensitive issue young people may give cause for concern, and a link needs to be made with the pastoral system and safeguarding arrangements. All adults involved in SRE delivery need to be aware of the pastoral system and safeguarding arrangements in place.

14. Confidentiality in the context of SRE lessons

The nature of SRE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in SRE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

15. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to SRE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

16. Complaints

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

17. Local support available to schools

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

In school advisory sessions:

Helen Lord, Healthy Schools and PSHE Consultant

Helen.lord@leeds.gov.uk

Gill Mullens, PSHE & Healthy Schools Advisor

gillian.mullens@leeds.gov.uk

Sheryll Carter, PSHE & Healthy Schools Advisor

sheryll.carter@leeds.gov.uk

Steve Body, PSHE & Healthy Schools Consultant

Steven.body@leeds.gov.uk

18. Local and national websites

Curriculum resources

The Department for Education [page](#) brings together all existing information available to schools on the teaching of the RSHE curriculum. This includes parent guides and guidance in engaging parents on Relationships education. Schools will also want to refer to Keeping children safe in education (statutory guidance).

- Schools may also wish to see a series of [DfE sexual harassment webinars](#) covering domestic abuse, pornography and sexual exploitation.
- [Oak National Academy](#), the independent provider of freely available online curriculum and lesson resources, are developing curriculum materials to make sure every school can access high-quality, compliant resources which will build on what is already available for schools.
- Example of a model RSHE curriculum produced in 2019 by the Catholic Education Service in conjunction with the Department for Education: [the primary RSE Model Curriculum](#) and [secondary RSE Model Curriculum](#)

Wider resources

These subjects support many cross-government strategies of which schools will want to be aware. Whilst we have not referenced all strategies or supporting documents, we have included some of the key areas below.

- The [Working together to safeguarding children](#) statutory guidance on multi-agency working to help, protect and promote the welfare of children.
- The [Domestic Abuse Act 2021](#) statutory guidance which is intended to increase awareness and inform the response to domestic abuse, also conveying standards and promotes best practice.
- [Statutory guidance on FGM](#), including the [mandatory reporting duty](#) which applies to teachers, health and social care professionals, and [statutory guidance on forced marriage](#).
- The report [Teaching Relationships Education to Prevent Sexual Abuse](#) is a rapid evidence assessment of the academic and grey literature on teaching relationships education to prevent sexual abuse.
- [Centre of expertise on child sexual abuse](#). Advice, research and resources to help professionals identify, respond and support children and young people who have experienced sexual abuse.
- [Crimestoppers Fearless](#). Definitions, advice on how to spot the signs, and guidance to support young people affected by sexual harms, including child sexual abuse and harmful sexual behaviour.
- The [Virginity testing and hymenoplasty: multi-agency guidance](#) offers advice for chief executives, directors, senior managers, frontline professionals within agencies and anyone else who may come in to contact with women and girls affected by virginity testing and hymenoplasty. It encourages agencies to cooperate and work together to protect and support those at risk of, or who have undergone, these procedures.
- [The Child Exploitation and Online Protection \(CEOP\)](#) Education programme, part of the National Crime Agency, which aims to protect children and young people from the threat

of online child sexual abuse. Their offer for professionals includes training, guidance and free educational resources that are aligned to the RSHE curriculum.

- The National Crime Agency in partnership with the PSHE association have developed lesson plans that explore the risks involved in committing cybercrime and help students to recognise and avoid the techniques used to manipulate young people online: [National Crime Agency: Exploring Cybercrime \(pshe-association.org.uk\)](#).
- [Report Remove](#) is a service designed for young people in the UK, under 18, to confidentially report and remove sexual images or videos of themselves from the internet. This initiative, a collaboration between [Childline](#) and the Internet Watch Foundation (IWF), offers a secure and anonymous way for minors to take control of their online presence and safety.
- The Youth Endowment Fund (YEF, the 'what works' centre for preventing violence) Education Practice Guidance outlines evidence-based recommendations on how to help prevent children's involvement in violence. [Education guidance | Youth Endowment Fund](#) The YEF also produce an online toolkit that fund and evaluate interventions. The toolkit currently summarises 32 different approaches to violence prevention, highlighting impact on violent crime, evidence quality and cost. The YEF's Toolkit outlines 12 approaches to preventing violence among school-age children within Education and Children's Services [Youth Endowment Fund Toolkit](#).
- The Children's Commissioner [Digital 5 A Day](#) provides a simple framework that reflects the concerns of parents as well as children's behaviours and needs.
- Better Health (NHS) have produced a website for teachers which covers a broad range of health and relationships issues in a format which is accessible for young people, targeted at primary and secondary age pupils. This includes Every Mind Matters resources for lessons which are accredited by the NHS: [School Zone | Campaigns | Campaign Resource Centre](#). Additionally, *'Talk to Frank'* provides tailored, youth centred information about nicotine/vaping, alongside other substances. Home Office guidance and resources for teachers and school staff on responding to and preventing abuse in a school setting, as well as resources for teaching about sexual harassment and sexual abuse, including preventing violence against women and girls: [Guidance and resources for teachers and school staff | ENOUGH](#)
- [Shore Space](#). An anonymous and confidential chat service and website for children and young people who are worried about their own or others' sexual thoughts, feelings or actions.
- The [Drug Education](#) suite of drug and alcohol education lesson materials incorporates the latest evidence, information and statistics, along with additional content on vaping, synthetic drugs and more.
- The National Centre For Smoking Cessation and Training ([NCSCT](#)) provides resources and practice guidance for healthcare professionals and teachers to support children and young people quit tobacco and/or vaping.
- The [Teenage Pregnancy prevention framework](#) provides evidence based guidance for local authorities, including the important role of RSE and links to local sexual health services. Additionally, the [Fingertips tool](#) offers a large public health data collection where information on teenage pregnancies can be found. The Department of Health and Social Care's [Framework for Sexual Health Improvement in England](#) supports the prevention of early, unplanned pregnancy.
- [Reproductive health - a public health issue](#) (PHE. 2018) A consensus statement, data and women's experiences, covering reproductive health through the life course, from menstruation to menopause. (PHE. 2018)
- [Period product scheme for schools and colleges - GOV.UK](#)
- Physical activity guidelines ([Guidance from the Chief Medical Office](#)) on how much physical activity people should be doing, along with supporting documents.

- [The Eatwell Guide](#) is a policy tool used to define government recommendations on eating healthily and achieving a balanced diet.
- [The Children's health: migrant health guide](#) contains advice and guidance on the health needs of migrant patients for healthcare practitioners.
- The [Children's Oral Health elearning programme](#) provides information and advice about children's oral health. It is aimed at parents, expectant mothers, early years healthcare workers, teachers, nurses, GPs and the public.
- The [Commissioning and delivering supervised toothbrushing schemes in early years and school settings - GOV.UK](#) guidance and toolkit has been updated to support commissioners and providers of local supervised toothbrushing schemes to ensure activities are evidence-informed, safe and have clear accountability and reporting arrangements to demonstrate impact.
- [The Yellow Card Scheme](#) – self-care and the importance of reporting suspected side effects to medicines. A fully tested and evidence-based [guide for pupils and teachers](#) on the potential risks of medicines and healthcare products, including side effects, problems with medical devices, blood products, e-cigarettes, and vapes, and what to do about them.
- NHS Blood and Transplant curriculum resources on blood, organ and stem cell donation: [Educational resources - NHS Blood and Transplant](#)
- Briefing for primary schools on the [Flu vaccination programme in schools - GOV.UK](#)
- Briefing for secondary schools on the [Adolescent vaccination programme in secondary schools for 2024 to 2025 - GOV.UK](#)
- The UKHSA e-bug resources cover a broader health education programme that includes vaccination and developed materials from early years to Key stage 3. These can be found here: [e-bug home](#)
- The Government response to the [consultation on the structure, distribution and governance of the statutory levy on gambling operators - GOV.UK](#)
- [The Gambling Levy Regulations 2025 – GOV.UK](#)
- Educational resources to help young people stay safe around the railways can be found here: [Safety education - Network Rail](#)
- Information about FGM can be found at: www.forwarduk.org.uk
- Good practice examples and guidance on consent: www.pshe-association.org.uk/consent
- CPS guidance on the Statutory Definition of Consent, and the CPS Sexual Offences Factsheet: http://www.cps.gov.uk/news/fact_sheets/sexual_offences/
- Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk/>

- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: www.ceop.police.uk and www.thinkuknow.co.uk
- Addressing healthy relationships and sexual exploitation within PSHE in schools: http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf
- e-magazine to help teachers teach about consent, available free
- Support for parents: Key themes include; mealtimes, portion sizes, emotional, wellbeing, sleep, screen time, boundaries, being active, nutrition, parental confidence, healthy teeth, sugary drinks, communication, parenting, body image, food labelling and much more! HENRY 5-12: Healthy Families Growing Up (leeds.gov.uk)

19. Local and national references

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<http://www.sexeducationforum.org.uk/resources/curriculum-design.aspx>

Statutory Instrument 2012 No. 1124, Education, England, The School Information (England) (Amendment) Regulations 2012, Crown copyright.
<http://www.legislation.gov.uk/uksi/2012/1124/mad>

Sex and Relationships Education – Frequently Asked Questions

What are the aims of SRE in our school?

Depending on the age of the children and the lessons in their particular year group, we want SRE to:

- *develop the confidence to talk, listen and think about their feelings and relationships*
- *develop friendship/relationship skills*
- *develop positive attitudes, values and self esteem*
- *provide knowledge and understanding about puberty and the changes that will take place*
- *provide knowledge and understanding about reproduction and sexuality*
- *address concerns and correct misunderstanding that children may have gained from the media and peers*
- *develop skills to help children protect themselves against unwanted sexual experience*
- *know where and how to seek help.*

Can you explain the school's SRE Morals and Values Framework?

SRE follows the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. SRE will be delivered within the school's agreed equal opportunities framework.

SRE will support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Pupils will be encouraged to understand that thinking about morals and values also includes:

- *respect for self and others*
- *commitment, trust and love within relationships*
understanding diversity regarding religion, culture and sexual orientation
honesty with self and others
- *self-awareness*
- *exploration of rights, duties and responsibilities.*

Misunderstandings about SRE

There is sometimes concern that SRE in school might promote sexual activity or cause confusion about an individual's sexuality. The research on quality SRE points to a more positive outlook: 87 programmes from many countries were examined by UNESCO in 2009. This led to the conclusion that if SRE has an effect it is a positive one: *'sexuality education can lead to later and more responsible sexual behaviour or may have no discernible impact on sexual behaviour'*.

In the UK the research is even more positive. Analysis by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who said that lessons at school were their main source of information about sex were more likely to have started having sex at a later age

than those for whom parents or other sources were their main source. Schools have an important role to play in SRE.

APPENDIX 1

Dear,

Our PSHE & SRE Programme in Year ... / Key Stage ...

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

Sex and Relationship Education (SRE) is an important part of the PSHE course. We will be teaching lessons about SRE in the term which will include topics such as (*puberty; relationships and communication skills; Child Sexual Exploitation (CSE); Female Genital Mutilation (FGM); body image; sexting and social media; domestic violence, consent.*) During the course, pupils will be able to ask questions, which will be answered factually and, in an age, appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

Parents/Carers cannot withdraw their child from the statutory content included in the National Curriculum Science (As seen in the SRE Policy displayed on our Website's policies page). However, Parents/Carers have a legal right to withdraw their children from the non-statutory elements of SRE such as sexual intercourse and conception (Historically – Contraception has arisen) within Sex Education. Any parent/Carer wishing to withdraw their child from SRE should firstly contact the class teacher to discuss the reasons why.

However, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

Many parents and parent-related organisations support good quality SRE in school. Parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting me at school. All materials used are available for you to browse through should you so wish.

Yours sincerely,

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