

# HINCHINGBROOKE SCHOOL



Policy Statement  
on

## **SEX AND RELATIONSHIPS**

Drawn up by:	DHB/ALC
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## **SECTION 1 - PRELIMINARIES**

### **a) Participating Schools**

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

### **b) The Huntingdonshire Partnership Group**

These people have participated in developing the shared entitlements and statements in Section. They represent a wide range of organisations in the Huntingdonshire community.

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## **SECTION 2 – THE COMMUNITY SEX AND RELATIONSHIPS EDUCATION POLICY**

### **a) Introduction**

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

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

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

We will achieve this by:

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

SRE is part of the wider agenda of promoting positive sexual health for young people, which is the responsibility of many organisations in Cambridgeshire. The Community SRE programme is supported by a range of national and local strategies, including:

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

### **b) Our Shared Beliefs about SRE**

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

### **c) Entitlements**

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

**Young people** are entitled to:

- Information that suits their needs. It must be up-to-date, accurate and presented in an appropriate style and format.
- Appropriate advice and support that enables them to access the services they need.
- An understanding of confidentiality and its application in different settings.
- An effective programme of education that is inclusive and based on good practice.
- Participation at every level, with appropriate approaches used to ensure equality of opportunity.
- Respect.

- A range of services and opportunities.
- Non-judgemental responses.
- Work with adults who are appropriately trained.

**Adults working with young people** are entitled to:

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

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

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

#### **d) Entitlement Curriculum**

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

#### **e) Implementation and Review**

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

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

## **SECTION 3 – IMPLEMENTING THE COMMUNITY SRE POLICY IN OUR SCHOOL**

### **a) Introduction**

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

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupil's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We prepare our pupils to confidently meet the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide young people, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our young people to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious, moral and cultural values, respecting different ethnic groups, religious beliefs and ways of life.

Other school policies are relevant to our provision of SRE: PD and Citizenship, Child Protection, Equality, Confidentiality, Behaviour, Anti-bullying. This SRE policy will be made available to staff on the school intranet.

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

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

This part of our SRE policy is the responsibility of the governing body and has been devised by the PD Co-ordinator and reviewed by staff. It was discussed and ratified by the school governors in March 2007.

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

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

- Develop interpersonal and communication skills.
- Develop positive values and a moral framework that will guide their decisions and behaviour.
- Develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children.
- Respect themselves and others, their views, backgrounds, cultures and experiences.
- Develop loving, caring relationships based on mutual respect.
- Be able to name the parts of the body and understand the process of human reproduction.
- Understand the reasons for and benefits of delaying sexual activity.
- Be prepared for puberty and the emotional and physical effects of body changes.
- Understand the attitudes and skills needed to maintain their sexual health.
- Recognise and avoid exploitative relationships.
- Value, care for and respect their bodies.
- Be aware of and enjoy their developing sexuality.

- Develop the skills to enable effective communication and negotiation within sexual relationships.
- Have a say in the nature, range and timing of their SRE.
- Access additional advice and support.

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

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider the needs of individuals when planning SRE.

We consider SRE to be a continuous process of learning, as described in the Entitlement Curriculum for SRE. All adults working with young people have a part to play in supporting its delivery.

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

- PD through designated lessons, post 16 focused events;
- Other Curriculum areas, especially Science, English, RE and PE;
- Enrichment Activities, especially our assembly programme, social skills groups, involvement in schools trips and adventurous activities.

Specific Units of Work on SRE are planned into our teaching programme at Y7, Y9 and Y11, as described in our Personal Development Programme Plans.

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

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

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

#### *i) Teaching Methodologies*

*Ground Rules:* It is essential that SRE is carried out in a safe, non-judgemental environment where adults and young people are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

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

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

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

#### **e) Inclusion**

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

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

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

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

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to SRE. We will review our SRE provision to ensure that all those with additional needs are provided for. When working with young people with additional needs we will consider:

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

#### **f) Resources**

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

- Are consistent with the Entitlement Curriculum for SRE.
- Relate to the agreed aims and objectives of this policy.
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the young people.

- Appeal to adults and young people.
- Are up-to-date in factual content.
- Are produced by a reputable organisation.
- Do not show unfair bias eg towards a commercial product.
- Avoid racial, gender and sexual stereotyping.
- Encourage active and participative learning.
- Conform to the legal requirements of SRE.

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

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

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

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

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

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

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

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

In return visitors will ensure that:

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

## **h) Confidentiality**

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

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

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

### *i) Child Protection*

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

### *ii) Sexually Active Young People*

In order to create a safe learning environment for effective SRE, we will establish ground rules and use distancing techniques to facilitate discussion. If a young person, especially one under 16, indicates to an adult that he or she is sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.
- We will inform young people of where they can obtain confidential support and information.
- The young person will be given clear information about where contraception and sexual health advice may be accessed.
- Careful judgements will be made as to whether the sexual activity is a child protection matter.

We offer guidance for all our staff to support their decisions relating to disclosure. The guidance, authorised by the Governing Body, specifies criteria that would apply in deciding whether the case should or should not be referred as a Child Protection issue and parents/carers informed.

## **i) Staff Training**

Teaching SRE can be very rewarding, but we understand that in order to feel confident, staff need opportunities to explore how they feel about the issues and to share worries and concerns. We recognise that all adults have different personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Entitlement Curriculum for SRE and achieving our school's aims for SRE. We will also encourage the sharing of good practice and training in order to develop skills in appropriate, participative teaching methods. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors, attend training and network with other schools.

## **j) Role of Governors**

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

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

In order to facilitate this process the SRE policy will appear annually on the agenda of governors' meetings.

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

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

- a. We will refer to the results of the Health Related Behaviour Survey for our school/district.
- b. We will encourage young people to ask questions as they arise by providing anonymous question boxes.
- c. We will ask young people to reflect on their learning and set goals for future learning.
- d. We will consult young people, through Schools Council, about their perception of the strengths of our SRE programme and the areas to be further developed.

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

We are committed to sharing our role as educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that young people say they would prefer to receive information about SRE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

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

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

## m) Monitoring and Evaluating SRE

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

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

## n) Glossary

**Abortion:** the expulsion of a foetus from the womb. This may be spontaneous, but is most commonly used to describe a process where expulsion is induced.

**AIDS:** Acquired Immune Deficiency Syndrome (also known as SIDA Syndrome d'Immuno-Deficiency Acquis)

**Community:** All people, who live, work or in some other way impact on the lives of young people in the area in which they live.

**Co-ordinator:** The lead member of staff in school for a particular area of work.

**DfES:** Department for Education and Skills (previously known as DfEE Department for Education and Employment)

**HIV:** Human Immunodeficiency Virus, the virus which leads to AIDS

**PD:** Personal, Social and Health Education

**School:** Any educational establishment, including Pupil Referral Unit or College of Further Education

**SRE:** Sex and Relationships Education

**STI:** Sexually Transmitted Infection

**Visitor:** Someone who is not a member of school staff, who contributes to the planned provision of SRE or offers another service, such as giving advice or support. A visitor may be a member of another organisation (eg health professional, youth worker) or an individual (eg parent with a new baby).

**Young People:** Children and adolescents 3-19 years

## **SECTION 4 – SENSITIVE ISSUES**

### **a) Puberty**

We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it. We also recognise that young people develop at different rates. When teaching about puberty in our SRE programme, we will be sensitive to the needs of those developing at different rates. We also recognise that young people will have participated in lessons about puberty in their primary education and we will ensure that our provision reviews existing knowledge and builds on it.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discrete provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

### **b) Contraception**

We recognise that young people need accurate information about contraception and delaying sexual activity. Teaching about contraception and sexually transmitted infections is required by the Education Act 1996. We include teaching about contraception according to the SRE Entitlement Curriculum in our PD programme, enabling young people to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly. Including a variety of possible sexual relationships and the various contraception methods that can be used within those relationships.

We understand that adults in school are required to:

- Provide education about contraception and where it can be obtained to those participating in SRE. (Those whose parents have withdrawn them from SRE must still consider how the medical use of hormones can control or promote fertility as part of the Science Curriculum).
- Provide information about confidential advice and treatment services to all young people.
- Follow the school's confidentiality and child protection policies.

Those delivering the Entitlement Curriculum for SRE will be aware of the local provision for young people who wish to find out more about contraception or access it.

In a case where a young person asks for advice about sexual behaviour or contraception, the adult may reinforce information given in SRE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

### **c) Abortion**

Most young people are aware of abortion and many will have begun developing their own attitudes towards it. We will encourage young people to improve their understanding and further develop their attitudes as we address issues related to teenage pregnancy and the responsibilities of parenthood in moral contexts. This is described in the Entitlement Curriculum for SRE.

We are aware of the strongly held beliefs of many sectors of our community and will promote respect for those beliefs, whilst encouraging young people to explore the dilemmas and develop communication skills to discuss issues with parents and health professionals.

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

#### **d) STI's and HIV/Aids**

We recognise that there is an increase in the prevalence of STI's and HIV/AIDS, especially affecting the 16-19 age group. We will teach about STI's and HIV/AIDS in KS3 and KS4, as described in the Entitlement Curriculum for SRE. We recognise the relationship with strong teaching about contraception.

Those delivering the Entitlement Curriculum for SRE will be aware of the local provision for young people who wish to find out more about accessing advice and support on STI's and HIV/AIDS.

In a case where a young person asks for advice about STI's or HIV/AIDS, the adult will reinforce information given in SRE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

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

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexual identity, young people must feel that SRE is relevant to them and sensitive to their needs. We encourage young people to consider sexual identity and orientation, as described in the SRE Entitlement Curriculum. Those delivering SRE will avoid the presumption that all sexual relationships are heterosexual. We understand that it is our role to give information about sexual orientation, to develop positive attitudes and to equip young people to understand their own sexuality.

We recognise our duty to counter the negative images portrayed of homosexuality in society through positive and accurate representation and help adolescent pupils who are homosexual to develop and maintain a positive sense of self and self-worth. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.

In a case where a young person asks for advice about sexual orientation, the adult will reinforce information given in SRE lessons (such as where to access information and support). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from relevant groups.

Items in the first row of PSHE are most likely to be delivered in an SRE unit.

Items in the second row of PSHE are most likely to be delivered in other areas of PSHE, such as 'My Relationships'.

## Appendix A - The Entitlement Curriculum for Sex and Relationships Education

### Key Stage 3 (Year 7/8/9)

Age 11-14	Science Curriculum	<ul style="list-style-type: none"> <li>that fertilization in humans is the fusion of a male and a female cell</li> <li>the physical and emotional changes that take place during adolescence</li> <li>about the human reproductive system, including the menstrual cycle and fertilization</li> </ul>	<ul style="list-style-type: none"> <li>how the foetus develops in the uterus</li> <li>how the growth and reproduction of bacteria and the replication of viruses can affect health</li> </ul>	
	Knowledge (PSHE)		Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> <li>in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours, including early sexual activity</li> <li>how the media influences understanding and attitudes towards sexual health</li> <li>the law relating to sexual behaviour and young people</li> <li>about when and where to get help, such as at a genito-urinary medicine clinics</li> <li>explore the reasons for having sex and for delaying sex</li> <li>understand that sex involves emotions and should involve a sense of respect for one's own and other's feelings, decisions rights and bodies</li> </ul>	<ul style="list-style-type: none"> <li>to recognize the physical and emotional changes that take place at puberty and how to manage these changes positively</li> <li>recognize risk of personal safety in sexual behaviour and be able to make safe decisions</li> <li>develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships</li> <li>recognize the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage</li> </ul>	<ul style="list-style-type: none"> <li>the benefits of sexual behaviour within a committed relationship</li> <li>the importance of respecting difference in relation to gender and sexuality</li> <li>issues such as the costs of early sexual activity</li> <li>explore body image and self-esteem and understand its impact on sexual health and choices</li> </ul>	
<ul style="list-style-type: none"> <li>the sources of advice and support</li> <li>meaning of confidentiality in school health settings</li> <li>how good relationships can promote mental well-being</li> </ul>	<ul style="list-style-type: none"> <li>develop skills of assertiveness in order to resist peer pressure/influence and stereotyping</li> <li>develop empathy with the core values of family life in all its variety of forms</li> <li>recognize the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.</li> </ul>	<ul style="list-style-type: none"> <li>how they see themselves affects their self-confidence and behaviour</li> <li>the unacceptability of prejudice and homophobic bullying</li> </ul>		

Items in the first row of PSHE are most likely to be delivered in an SRE unit.

Items in the second row of PSHE are most likely to be delivered in other areas of PSHE, such as 'My Relationships'.

## Key Stage 4 (Year 10/11)

Age 14-16+	Science Curriculum	<ul style="list-style-type: none"> <li>the way in which hormonal control occurs, including the effects of the sex hormones</li> <li>some medical uses of hormones including the control and promotion of fertility</li> </ul>	<ul style="list-style-type: none"> <li>the defence mechanisms of the body</li> <li>how sex is determined in humans</li> </ul>	
	Knowledge (PSHE)		Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> <li>how HIV and other sexually transmitted infections affect the body</li> <li>the link between eating disorders, self-image and sexual identity</li> <li>the risks of early sexual activity and the link with the use of alcohol</li> <li>in the context of importance of relationships, how the different forms of contraception work and where to get advice in order to inform choices</li> <li>the law in relation to sexual activity for young people and adults</li> <li>the qualities of good parenting and its value to family life</li> </ul>	<ul style="list-style-type: none"> <li>recognize the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice</li> <li>manage emotions associated with changing relationships with parents and friends</li> <li>recognize exploitation and abusive relationships and avoid being exploited or exploiting others</li> <li>demonstrate understanding of how to protect themselves from unintended/unwanted conceptions and sexually transmitted infections, including HIV</li> <li>deal with changing relationships in a positive way, showing goodwill to others and showing strategies to resolve disagreements peacefully</li> </ul>	<ul style="list-style-type: none"> <li>their developing sense of sexual identity and feel confident and comfortable with it</li> <li>how personal, family and social values influence behaviour</li> <li>the arguments around moral issues such as abortion, contraception and the age of consent</li> <li>the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both</li> <li>the consequences of close relationships, including having children and how this will create family ties which impact on their lives and those of others</li> </ul>	
<ul style="list-style-type: none"> <li>the role of statutory and voluntary organisations and how to access them</li> <li>how their own identity is influenced by both their personal values and those of their family and society</li> </ul>	<ul style="list-style-type: none"> <li>develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships</li> </ul>			