

# All Saints Catholic Primary School



*"Each one of you is a Child of God" Pope Francis*

## Sex and Relationships Education Policy

“The greatest happiness in life is the conviction that we are loved – loved for ourselves, or rather, loved in spite of ourselves” Victor Hugo

### **1. What is sex and relationships education?**

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is Sex and Relationships Education (SRE) in schools important? (Taken from Sex and Relationships Education for the 21<sup>st</sup> Century).

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little too late and biological’. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and

- responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupil's health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all children and young people 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.

Further information about the evidence base for sex and relationships education can be found in *Does SRE work?* And other Sex Education Forum briefings, at [www.sexeducationforum.org.uk/evidence](http://www.sexeducationforum.org.uk/evidence).

Why teach SRE in primary school?

Our school has signed up to UNICEF's Rights Respecting Schools' Award, which aims to put the U.N. Convention on the Rights of the Child at the heart of school life, empowering children and valuing their ideas and contribution.

The following U.N. articles underpin our school's policy and curriculum for Relationships and Sex Education.

Article 19

All children should be protected from violence, abuse and neglect, and governments should protect them.

Article 34

Nobody can do anything to your body that you do not want them to do, and grown-ups should protect you.

Article 16

All children have the right to privacy.

#### Article 12

All children have the right to be able to give their opinion when adults are making a decision that will affect them and adults should take it seriously.

#### Article 14

Parents should help children learn what is right and wrong

#### Article 29

Education should prepare children to live responsibly and peacefully in a free society.

#### Article 14

All children have the right to think and behave what they want, and to practise their religion.

## **2. Why teach SRE at primary school?**

- It provides an opportunity to talk about feeling and relationships
- It promotes the skills necessary for effective communication and loving, caring respectful and happy relationships.
- It prepares children for the physical and emotional changes that will take place at puberty.
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers.
- It promotes the skills necessary for effective communication and loving, caring respectful and happy relationships.
- It protects children from sexual exploitation and inappropriate on line content.
- It is a statutory part of the science curriculum covering the biological aspects of SRE.

### 3. Purpose of the Sex and Relationship Education Policy

Producing an up to date SRE policy is the statutory responsibility of the governing body.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching SRE
- Enable parents and carers to support their children's learning about SRE
- Give a clear statement on what the school aims to achieve from SRE, the values underpinning it and why it is important for primary school pupils.
- Be clear about how we address SRE in our context as a Catholic school.
- Set out how the school meets legal requirements in respect of SRE
  - I. Duty to promote wellbeing (Children Act 2004)
  - II. Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
  - III. Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
  - IV. Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
  - V. Teach statutory SRE elements in the Science National Curriculum (Education Act 1996)
  - VI. Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
  - VII. Meet the school's safeguarding obligations
  - VIII. Make the policy available to pupils and parents (Education Act 1996)
  - IX. Right of parental withdrawal from all or part of SRE except those parts included in the national curriculum (Education Act 1996)
  - X. Taken account of the DfEE guidance on SRE (2000)
  - XI. DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHE) and that "SRE is an important part of PSHEE" (DfE guidance on PSHE 2013)

XII. Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

**This policy has been written in light of the following:**

Catholic values and 'British Values' (Catholic Education Service)  
Sex and Relationships Education Guidance DfE 2000  
Not Yet Good Enough PSHE in schools – Ofsted 2013

**Links to other policies**

This policy links to the PSHE policy, the Safeguarding and Child Protection policy, Anti bullying policy, Equal Opportunities policy, Science policy and E-Safety policy.

Our provision of SRE is part of our approach to support the health and wellbeing of children and our commitment to educating the whole child and preparing him/her for life.

**4. Values promoted through SRE**

Our SRE programme promotes the aims and values of our school which include relationships.

The sanctity of marriage; valuing family life and stable, loving and committed relationships.

Respect for self and others.

Commitment, trust and love within relationships.

Respect for rights and responsibilities in relationship.

Understanding diversity regarding religion, gender, culture and sexual orientation.

Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.

Acceptance of difference and diversity.

Promoting gender equality, challenge gender stereotypes and inequality and promote equality in relationships.

**Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.**

## 5. Aims for SRE

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships.
- Make and maintain friendships.
- Understand the importance of respect, responsibility, love and care in relationships.
- Understand and respect different types of families, including families with same sex parents.
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender.
- Prevent sexist, sexual, homophobic and transphobic language and bullying.
- Challenge gender stereotypes and inequality and promote equality and respect in relationships.
- Know the correct biological names for the parts of the body, including the male and female reproductive parts.
- Know and understand about emotional, social, and physical changes at puberty.
- Know and understand about reproduction.
- Know about human sexuality.
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers.
- Keep safe online and offline.
- Recognise when something is risky or unsafe.
- Know where and how to seek information and advice when they need help.

## 6. Content and Organisation of the Programme

*What language will be used when talking to children about SRE?*

Often children are given 'pet' names or 'baby names to describe their body parts.

These codes can create a sense of secrecy about these areas of their bodies. Also, when they get older and the correct terminology is introduced they find it embarrassing, and it can make them uncomfortable talking about a 'new subject' with language that is also very strange to them.

At All Saints we wish to empower children to talk openly and comfortably about to boys and girls i.e. penis, vagina and breasts from the age of Reception. If children use their own terminology we will respond to them, but we will try and model the correct language to them e.g. Reception child: 'That lady has boobs.' Teacher: 'Yes, she does. She has breasts.'

In Year 1 science, children are taught to name all parts of the body that they are less familiar with to this point; including wrist, ankle, shoulder etc. As part of this teaching they will be taught that most body parts are the same for boys and girls, but some are different; boys have a penis and girls have a vagina. From then on teachers will ask children to use the correct names if they are talking about puberty, these words won't feel uncomfortable for them.

*Where is SRE taught?*

The relationship aspect of SRE is significantly developed through children's Religious Education Curriculum where the theme of family is explored deeply in each year group. (See Appendix 1) its wider sense, SRE will be taught through a planned programme in PSHE and Citizenship as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topic/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the need and maturity of the pupils. There is time for discrete teaching topics in particular years e.g. *body changes in relation to puberty in Year 5 and reproduction in Year 6*. We ensure that the



same messages about being safe on line are taught through SRE as in computing.

### What is taught in each year group?

We have a statutory duty to teach the SRE elements of the science national curriculum. *(See Appendix 2 for the SRE aspects of statutory science)*

The content is based on the SRE aspects in PSHE and Citizenship and the statutory elements of the science national curriculum.

The content for each year group covers knowledge, skills and attitude and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.

Teachers plan lessons, taking account of the SRE learning objectives and suggested scheme of work.

*(See Appendix 3 for the SRE aspects in national non-statutory guidance on PSHE and Citizenship)*

### Who teaches SRE?

SRE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver SRE, such as the school nurse or a visit from a pregnant mum or a mum with their baby. If visitors are involved in SRE we will plan and evaluate their contribution as part of the school's SRE teaching programme, provide the visitor with an up to date copy of the school's SRE Policy and ensure they adhere to it, ensure that the class teacher is present throughout the lesson, taking responsibility for class management. The school nuSRE sometimes provides drop in sessions to support pupils on a range of health issues, including puberty.

### How is SRE taught?

On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender. This is mostly applicable when they learn about body changes through puberty and about reproduction

Teachers set a group agreement of ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher and some questions may be more appropriately answered on a one to one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.

A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, puppets and role play to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.

The SRE policy reflects and is in line with our equal opportunities policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Where needed, SRE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups.

Teachers do not discuss details of their personal relationships with pupils.

Teachers are sensitive to the issues of different types of relationships; promoting inclusion and challenging discrimination are part of SRE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Teaching about different families is part of SRE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

### **5. Involving pupils**

To ensure the SRE programme meets the needs of pupils, the PSHE Coordinator will conduct pupil interviews with Years 5 & 6 in reviewing and evaluating the programme annually.

### **6. Confidentiality, safeguarding and Child Protection**

Although SRE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

### **7 What do we teach about sexting?**

Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing

personal information. SRE should encourage pupils to think about what they want others to know and see about them-where on or offline.

‘Sexting’ and other self-made images and messages of a sexual nature, raise particular issues of safety, privacy, peer influence and personal responsibility.

‘Sexting’ is a term used by adults, referring to sexual content and images sent by mobile phone (though other digital communication raises similar concerns). Research shows that sexting is of most concern to young people in their early teens. We will address privacy and boundaries from a very early age in the context of personal safety and abuse. Specific work about ‘sexting’ will be addressed in SRE as soon as it is identified as a potential issue. Teaching will cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help.

Does SRE address violence in relationships/domestic abuse?

Schools must be a safe place for all pupils, and efforts to address violence require a whole school approach. SRE provides an ideal space to address sexual and relationship violence. Pupils will be encouraged to consider the importance of equality and respect within relationships, and to develop positive, non-violent behaviour. SRE lays the foundations for developing empathy and understanding between girls and boys, young men and young women. It gives pupils the chance to challenge gender stereotypes and expectations and to introduce positive, diverse perspectives on gender roles, hopes and aspirations.

## **8. Assessing SRE**

Pupils’ progress in learning in SRE is assessed as part of the assessment of science and PSHE and citizenship.

## **9. Monitoring and evaluating SRE**

The PSHE Coordinator monitors teachings’ planning to ensure SRE is being taught. Pupils and staff are involved in evaluating the SRE teaching programme as part of the annual review of PSHE and Citizenship.

## **10. Training staff to deliver SRE**

It is important the SRE is taught by those that are knowledgeable, skilled and confident. We will ensure that teachers are trained to teach SRE and provide a range of support and training for both subject leaders and upper Key Stage 2 teachers.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

## **11. Working with Parent/Carers and Child Withdrawal Procedures**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about cultural views which may affect the SRE curriculum and will try to balance parental views with our commitment to comprehensive SRE and equality.

We will take every opportunity to inform and involve parents and carers by:

- Making this policy available on the school's website.
- Including a summary of the content and organisation of SRE in the school newsletter.
- Giving parents the content of the SRE teaching programme via the curriculum page on the website as an appendix to this policy.
- Inviting parents and carers to a general meeting or workshop to discuss SRE in the school and help them talk to their children about growing up.
- Providing materials for parents to use when talking about SRE with their children.
- Consulting parents on the SRE policy when it is reviewed.
- Discussing individual concerns and helping parents and carers support the needs of their children.
- Providing materials for parents to use when talking about SRE with their children.

- Discussing individual concerns and helping parents and carers support the needs of their children.

#### Withdrawal Procedure

Parents/carers have the right to withdraw their children from SRE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from SRE aspects of the science national curriculum. If a parent wishes to withdraw their child from the SRE curriculum they must arrange a meeting with Headteacher who will talk through their concerns and discuss the benefits of school SRE. If they decide to withdraw their child, work will be provided to do in another class. We offer parents any support or advice which they feel might help them at home. Parents can talk to the PSHE Coordinator about resources to support this.

#### **12. Disseminating the policy**

A copy of this policy is on the school website. It is included in the  Staff Handbook

Copies are supplied to visitors who are involved in providing SRE in school. When the policy is being reviewed, parents are informed and their news sought through the newsletter and school's website.

#### **Key contacts**

PSHE and Citizenship Co-ordinator: Miss L Carsley

Science Subject Leader: Mr Peter Sutcliffe

SRE Headteacher

Governor with a lead on SRE: Mrs L Wilkins

Safeguarding Children (Child Protection) Lead: Mrs C Kennedy

R.E Coordinator – Miss G Finley.

## **Appendix 1 SRE and Religious Education**

**The 9 topics covered in Religious Education each year are outlined below.**

**Where content is relevant to SRE, it has been noted beneath:**

### **Autumn**

#### **Domestic Church – family: people**

- God's love and care for every family (Year 1)
- God's dream for every family (Year 3)
- The family of God in scripture (Year 4)

#### **Baptism/Confirmation –**

- Baptism – an invitation to belong to God's family (EYFS and KS1)  
Marriage commitment and service (Year 5)

#### **Advent/Christmas – Loving: gift**

- God's gift of love and friendship in Jesus (Year 4)

### **Spring**

#### **Local Church – community**

- Different people in our parish family (Year 2)

#### **Eucharist – relating: giving & receiving**

- living in communion (Year 4)
- Eucharist enables people to live in communion (Year 6)

#### **Lent/Easter – giving: self-discipline.**

- Celebrating growth to new life (Year 4)

### **Summer**

#### **Pentecost – serving: new life**

- to hear and live the message of Easter (Year 4)
- The Holy Spirit enables people to become witnesses (Year 6)

#### **Reconciliation – inter-relating: building bridges**

The importance of the examination of conscience (Year 3)

Admitting wrong and building bridges (Year 4)

#### **Universal Church – world: God's people**

Neighbours share God's world (Year 1)

In years 5 and 6 pupils will learn about the physical and emotional developments that they will experience from the onset of puberty. They will learn about relationships in the context of Catholic teaching on the dignity and worth of the programme All That I Am, designed by the Archdiocese of Birmingham.

## Appendix 2 SRE and science in the National Curriculum

### Key Stage 1

#### Year 1

Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### Year 2 (*until July 2015*)

##### *Life processes*

1b that animals including humans, move, feed, grow, use their senses and reproduce

##### *Humans and other animals*

2a to recognise and compare the main external parts of the bodies of humans

2f that humans and animals can produce offspring and these grow into adults

##### *Variation and classification*

4a to recognise similarities between themselves and others and treat others with Sensitivity

#### Year 2

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

##### *Non-statutory Guidance*

*Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also 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.*

*The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.*



*Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow.*

## **Key Stage 2**

### **Year 3**

No content linked to SRE

### **Year 4**

No content linked to SRE

### **Year 5**

Living things and their habitats

Describe the life process of reproduction in some plants and animals.

*Non-statutory guidance*

*Pupils should find out about different types of reproduction, including sexual reproduction in animals.*

*They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.*

Animals, including humans

Describe the changes as humans develop to old age.

Body Changes at Puberty

*Non-statutory guidance*

*Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.*

*Pupils 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.*

### **Year 6**

*Life processes*

1a that the life processes common to humans and other animals include growth, nutrition and reproduction *Humans and other animals*

2f about the main stages of the human life cycle

Year 6 (from September 2015)

No content linked to SRE

## **Appendix 3 SRE and the non-statutory guidance on PSHE and Citizenship**

### **Key Stage 1**

*Developing confidence and responsibility and making the most of their abilities*

1b to share opinions on things that matter to them and explain views

1c to recognise, name and deal with their feelings in positive way

*Preparing to play an active role as citizens*

2a to take part in discussions with one other and the whole class

2e to realise that people and other living things have needs, and that they have responsibilities to meet them

2f that they belong to various groups and communities, such as family and school

*Developing a healthy, safer lifestyle*

3d About the process of growing from young to old and how people's needs change

3e the names of the main parts of the body

*Developing good relationships and respecting the differences between people*

4b to listen to other people, and play and work co-operatively

4c to identify and respect the differences and similarities between people

4d that family and friends should care for each other

### ***End of key Stage Statements for PSHE and Citizenship***

Children can recognise and name feelings and express positive qualities about themselves.

They are developing confidence in sharing their views and opinions.

They can name the parts of the body

They can recognise how their behaviour affects other people and cooperate with others

They can identify and respect differences and similarities between people and understand way that family and friends should care for one another

### **Key Stage 2**

***Developing confidence and responsibility and making the most of their abilities***

1a to talk and write about their opinions, and explain their views on issues that affect

themselves and society

1c to face new challenges positively, by collecting information, looking for help, making responsible choices and taking action

1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

***Preparing to play an active role as citizens***

2a to research, discuss and debate topical issues, problems and events

2f to resolve differences by looking at alternatives, making decisions and explaining

Choices

***Developing a healthy, safer lifestyle***

3b that bacteria and viruses can affect health and that following simple safe routines can reduce their spread.

3c about how the body changes as they approach puberty.

***Developing good relationships and respecting the differences between people***

4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view

4c to be aware of different types of relationships, including marriage, and those

between friends and families, and to develop the skills to be effective in relationships.

4e to recognise and challenge stereotypes

4f that differences and similarities between people arise from number of factors

including cultural, ethnic, racial, religious diversity, gender and disability

4g Where individuals, families and groups can get help and support

### **End of key Stage Statements for PSHE and Citizenship.**

Children can demonstrate that they recognise their own worth and that of others

They can express their views confidently and listen to and show respect for the views of others

They can identify positive ways to face new challenges

They can discuss some of the bodily and emotional changes at puberty

They can identify some factors that affect emotional health and well-being

They can identify different types of relationship, and can show ways to maintain good relationships.

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

They can debate, explain their views and listen to others and consider different alternatives

### Appendix 4

#### **Sex and Relationship Education Notes for Guidance – Answering questions from children**

Questions should only be invited from the children in the context of work they have been involved in – i.e. watching a video, part of a topic.

It is better to ask the children to generate questions as a group and ask them to be written down. The teacher is then able to group the questions under appropriate headings.

Children should be encouraged not to use “slang” or “family” names and terms. The teacher should always use correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the sex education policy/age/stage of development of the pupils, the teacher must either decide to

- leave that question to the end and invite children who have not had their questions answered to speak to the teacher on their own.
- Explain that they are only answering questions on a particular topic. In either case the most appropriate action would be for the teacher to suggest that the child asks his/her parents.
- Where a child asks a question about sex, out of the context of sex education lessons or a related topic the teacher should speak to the child individually to try to ascertain what has prompted the questions e.g. “Why did you want to know that?” The teacher can then respond in one of the ways suggested above.

#### Appendix 5

Does sex and relationships education sexualise children?

- No. SRE is part of the solution to concerns about sexualisation. The evidence, as summarised here [http://www.ncb.org.uk/media/494585/self\\_doessrework\\_2010.pdf](http://www.ncb.org.uk/media/494585/self_doessrework_2010.pdf) shows that comprehensive SRE delays sexual activity for young people, and increases the likelihood of using contraception. The National Survey of Sexual Attitudes and Lifestyles (NATSAL, 2013) showed a link between school-based SRE and reductions in teenage pregnancy.
- Children are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and

maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame.

- Sex and relationships education addresses the questions and concerns raised by the biological facts-for example, exploring the feeling a new baby can bring, or the effect of puberty on friendships. It provides balance to sometimes distorted messages about sex and gender roles in the media, and helps protect children by explaining boundaries (including those relating to E-Safety)
- Developing the language and understanding needed to recognise abusive behaviour and seek help. It also helps pupils to develop respectful and consensual attitudes and behaviours.