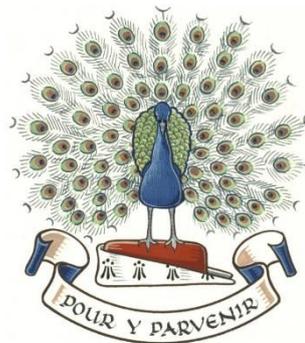


LADY MANNERS SCHOOL

PSHE AND SRE POLICY



AIMS STATEMENT

At Lady Manners School we strive to attain the highest standards in our work, have respect for others and develop our individual talents.

STATEMENT OF ENTITLEMENT

Every student has 'the right to an education that prepares him/her for an active, responsible life as an adult.'

(Under the United Nations Convention on the Rights of the Child, Article 29)

At Lady Manners School, we seek to deliver an education which teaches and models the skills, knowledge and understanding necessary for integration into the school's community, the local community, our national community and the global community to which we all belong. This is important in developing the inter- and intra-personal skills that will allow students to be happy and healthy, to enjoy and achieve, to make a positive contribution and to be aware of their own financial capacity.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

PSHE and Citizenship enables students to become healthy, independent and responsible members of society.

We encourage our students to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of PSHE and Citizenship are to enable the students to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

WHAT IS PSHE EDUCATION?

PSHE education is a planned, developmental programme of learning designed to help learners develop the knowledge, understanding and skills they need to manage their lives,

now and in the future. PSHE education deals with real life issues which affect children and young people, their families and their communities. It engages with the social and economic realities of their lives, their experiences, and attitudes. The benefits of PSHE education are universal, supporting all children and young people to achieve their fullest potential.

It includes three elements:

1. Acquiring and understanding accessible, relevant information in:

Healthy lifestyles
 Emotional literacy
 Drug Education
 Anti-bullying/safety
 Citizenship/diversity
 Financial/careers education

2. Developing attitudes and values that underpin self-esteem, health and well-being, learning and achievement through:

Exploring, considering and understanding moral dilemmas
 Learning the importance of values and individual conscience and moral considerations
 Developing critical thinking as part of decision making
 Learning to respect & value difference & diversity
 Having structured opportunities for the exploration of personal attitudes and values
 Rights and responsibilities, for self and others

3. Developing personal and social skills by:

Learning to identify their own emotions and those of others
 Learning to manage change
 Developing self-respect and empathy for others
 Learning how to identify risk
 Learning to make and carry out informed decisions
 Developing an appreciation of the consequences of choices made
 Managing conflict
 Learning about themselves

How PSHE Education is provided

- Within the taught, age appropriate, PSHE education programme managed by the PSHE education co-ordinator on a rolling extraction programme and by form tutors during morning registration.
- Through other curriculum areas delivering aspects (e.g. Science, Drama, English/Literacy, RE and the Careers advisor)
- Assemblies
- Pastoral support for students who experience difficulties
- Via targeted intervention where appropriate with vulnerable individuals
- By the provision of appropriate information through leaflets and books

- Delivery in response to incidents

SEX AND RELATIONSHIP EDUCATION (SRE):

What is Sex and Relationship Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

It has three main elements:

1. Attitudes and values
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - Developing critical thinking as part of decision-making.
2. Personal and social skills
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict; and
 - learning how to recognise and avoid exploitation and abuse.
3. Knowledge and understanding
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy.

TEACHING METHODS

A variety of teaching and learning strategies are used to deliver PSHE which take into account students' age, development, understanding and needs. Students will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHE lessons will involve a high level of interaction where each student has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the students enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends

CONTINUITY AND PROGRESSION

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding.

All students will receive regular, timetabled PSHE education teaching. PSHE education will be taught both as a discrete subject and through other appropriate cross-curricular links.

SAFE LEARNING ENVIRONMENT

PSHE education is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or student) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Active learning methods, which involve students' full participation, will be used.

ANSWERING AND ASKING QUESTIONS

In most cases teachers will attempt to answer students' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE education co-ordinator for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
 - If a student's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
 - If a question is too personal the teacher should remind the students of the ground rules
 - Teachers will set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way encourages positive participation
 - Students may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before
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the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

EQUAL OPPORTUNITIES

The school's programme of study for PSHE education is designed to ensure that all students have full and equal access.

Students may have varying needs regarding PSHE education depending on their circumstances and background. The school strongly believes that all students should have access to PSHE education that is relevant to their particular needs.

To achieve this, the school's approach to PSHE education will take account of:

- The needs of boys as well as girls
- Varying home backgrounds
- Sexuality
- Special Educational Needs and Disability (SEND)

ETHNIC AND CULTURAL DIVERSITY

Different ethnic and cultural groups may have different attitudes and experiences to bring to PSHE education. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups in line with safeguarding.

EVALUATION

The effectiveness of the programme is evaluated through the normal quality assurance monitoring and reviewing systems. The views of all stakeholders (students, staff, parents and carers, governors) are used to make changes and improvements to the programme on an on-going basis.

November 2017

Appendix 1

AIMS OF PSHE:

	PSHE 2014-2017 Key Stage 3	Form time	PSHE/Citizenship	Quality Assurance Checks
Health and Wellbeing	Students should have the opportunity to learn:			
	☑ to recognise personal strengths and how this affects self-confidence and self-esteem	Y7, Y8 Y9		
	☑ to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem			
	☑ to be able to accept helpful feedback or reject unhelpful criticism			
	☑ to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment			SEAL Y8
	☑ the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)			RSE Y7; SEAL Y8
	☑ the importance of taking increased responsibility for their own personal hygiene			RSE Y7
	☑ the purpose and importance of immunisation and vaccination	Y7		RSE Y9 RSE Y9
	☑ that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs			
	☑ about contraception, including the condom and pill (see also Relationships)			HEALTH Y7; Y8
	☑ the benefits of physical activity and exercise and the importance of sleep to recognise and manage what influences their choices about exercise			
	☑ the importance of balance between work, leisure and exercise	Assemblies Y 7,8,9		HEALTH Y7 HEALTH Y7 HEALTH Y7
	☑ what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)			
	☑ what might influence their decisions about eating a balanced diet	Y8		
	☑ how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self	Y8		SEAL Y8
	☑ about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it	Y7 Y7		HEALTH Y7; Y8; HEALTH Y7; Y8 HEALTH Y8; Y9
	☑ ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations			
☑ a knowledge of basic first aid and life-saving skills				
☑ to understand risk within the context of personal safety, especially accident prevention and road safety			HEALTH Y9	
☑ the positive and negative roles played by drugs in society (including alcohol)			HEALTH Y7	
☑ factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse			HEALTH Y8 HEALTH Y8; Y9	
☑ to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence				
☑ the personal and social risks and consequences for themselves and others of making different decisions regarding substances, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke				
☑ the safe use of prescribed and over the counter medicines				
☑ the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'			HEALTH Y8 HEALTH Y8; Y9	
☑ about how to access local health services	Y7, Y9			

Relationships	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> ☑ the skills and knowledge required to manage the transition to, and the expectations of, secondary education ☑ to recognise, clarify and if necessary challenge their own core values and how their values influence their choices ☑ the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) ☑ to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise ☑ to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness ☑ to explore the range of positive qualities people bring to relationships ☑ that relationships can cause strong feelings and emotions (including sexual attraction) ☑ the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships ☑ that the media portrayal of relationships may not reflect real life ☑ different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) ☑ the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children ☑ the roles and responsibilities of parents, carers and children in families ☑ how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement ☑ to understand the importance of friendship and to begin to consider love and sexual relationships in this context ☑ to consider different levels of intimacy and their consequences ☑ to acknowledge the right not to have intimate relationships until ready ☑ to understand what expectations might be of having a girl/boyfriend ☑ about the difference between sex, gender identity and sexual orientation ☑ to recognise that there is diversity in sexual attraction and developing sexuality ☑ the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology. ☑ That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not ‘consent’; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected. ☑ To learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given) ☑ about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable) ☑ about contraception, including the condom and pill (see also ‘Health’) and the importance of communication and negotiation in condom use ☑ about the emotional aspects of relationships ☑ about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice ☑ to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people) ☑ about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so ☑ the safe and responsible use of information communication technology (including safe management of own and others’ personal data including images) ☑ to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate ☑ to recognise peer pressure and have strategies to manage both positive and negative peer pressure ☑ to understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use and to whom to talk if they have concerns ☑ laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences) ☑ about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities) 	<p>TRANSITION Y6</p> <p>Y7 Y7 Y7</p> <p>Y7; Y8</p> <p>Y8</p> <p>Y8</p> <p>Y7, Y8</p> <p>ASSEMBLIES</p>	<p>RSE Y7</p> <p>RSE Y7 RSE Y8; Y9</p> <p>RSE Y9 RSE Y9 RSE Y9 RSE Y8; Y9</p> <p>RSE Y9 RSE Y9 RSE Y9 AB Y8 AB Y8 AB Y8 AB Y8 RSE Y9</p> <p>RSE Y9</p> <p>SEAL Y8; RSE Y9 RSE Y9</p> <p>ICT LESSONS</p> <p>HEALTH Y7; Y8</p> <p>SEAL Y8; CIT Y8</p> <p>HEALTH Y7; Y8 CIT Y9 RSE Y7; Y8</p>	
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	<ul style="list-style-type: none"> ☑ to recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted ☑ the support services available should they feel or believe others feel they are being abused and how to access them 	<p>Y7; 8; 9</p>	<p>AB Y7; Y8 ALL LESSONS</p>	
<p>Living in the Wider World</p>	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> ☑ the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3) ☑ the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities ☑ about discrimination, how to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination ☑ to recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes ☑ about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills ☑ to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability ☑ different types of work, including employment, self-employment and voluntary work; that everyone has a ‘career’; their pathway through education and work ☑ about the laws and by-laws relating to young people’s permitted hours and types of employment and how to minimise health and safety risks ☑ about different work roles and career pathways, including clarifying their own early aspirations ☑ about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment ☑ about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process ☑ the benefits of being ambitious and enterprising in all aspects of life ☑ about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit ☑ about different types of business, how they are organized and financed ☑ to assess and manage risk in relation to financial decisions that young people might make ☑ about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling ☑ to explore social and moral dilemmas about the use of money, (including how the choices students make as consumers affect other people’s economies and environments) 	<p>TRANSITION Y6;Y9</p> <p>Y8</p> <p>Y9</p> <p>Y8 Y8</p> <p>Y9</p> <p>Y7, Y8</p> <p>Y8 Y9 Y9</p> <p>Y9</p>		

	PSHE 2014-2017 Key Stage 4	Form time	PSHE/Citizenship	Quality Assurance Checks
Health and wellbeing	Building on Key Stage 3, students should have the opportunity to learn:			
	☑ to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others	Y10		
	☑ to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism	Y11		
	☑ the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)		SEAL Y11 RSE Y10	
	☑ strategies for managing mental health including stress, anxiety, depression, self harm and suicide, and sources of help and support			
	☑ where and how to obtain health information, advice and support (including sexual health services)			
	☑ to take increased responsibility for monitoring their own health (including testicular and breast self-examination)	ASSEMBLY Y10 ASSEMBLY Y10		
	☑ how lifestyle choices affect a foetus		RSE Y10	
	☑ about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk			
	☑ to recognize and manage feelings about, and influences on, their body image including the media’s portrayal of idealized and artificial body shapes	Y10 Y10 WEXP Y10		
☑ about health risks and issues related to this, including cosmetic procedures				
☑ how to recognise and follow health and safety procedures				
☑ how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts			HEALTH Y10	
☑ about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)	Y10			
☑ the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke			HEALTH Y10	
☑ understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use and to whom to talk if they have concerns			HEALTH Y10	
☑ the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle			HEALTH Y10	

Relationships	Building on Key Stage 3, students should have the opportunity to learn:		
	☑ strategies to manage strong emotions and feelings	Y10	
	☑ the characteristics and benefits of positive, strong, supportive, equal relationships		RSE Y10
	☑ parenting skills and qualities and their central importance to family life (including the implications of young parenthood)	Y11	RSE Y10
	☑ to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this or get help	Y11	
	☑ managing changes in personal relationships including the ending of relationships	Y10	
	☑ to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond		RSE Y10
	☑ about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3		RSE Y10
	☑ about impact of domestic abuse (including sources of help and support)		(RSE Y9)
	☑ the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances	Y10	
	☑ about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement	Y10	
	☑ how to access such organisations and other sources of information, advice and support		
	☑ about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	Y10	RSE Y10
	☑ To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)	Y10	REL ST Y10/11
	☑ how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity		RSE Y10
	☑ To recognise when others are using manipulation, persuasion or coercion how to respond		RSE Y10
☑ To understand the pernicious influence of gender double standards and victim-blaming	Y10	RSE Y10	
☑ to recognise the impact of drugs and alcohol on choices and sexual behaviour		RSE Y10	
☑ to manage unwanted attention in a variety of contexts (including harassment and stalking)	ASSEMBLY Y10		
☑ to understand and respect others' faith and cultural expectations concerning relationships and sexual activity		REL ST Y10/Y11	
☑ to assess readiness for sex ☑ about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3		RSE Y10	
☑ to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)	Y11	RSE Y10	
☑ the reasons why parents choose to adopt or to place children for adoption			
☑ about abortion, including the current legal position and the range of beliefs, opinions and myths about it		RSE Y10	
☑ the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support	Y11		
☑ that fertility decreases with age			
☑ the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	Y10		

Living in the Wider World	Building on Key Stage 3, students should have the opportunity to learn: <ul style="list-style-type: none"> ☑ to evaluate their own personal strengths and areas for development and to use this to inform goal setting ☑ about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace ☑ to think critically about extremism and intolerance in whatever forms they take ☑ to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern ☑ about harassment and how to manage this (including the workplace) ☑ how their strengths, interests, skills and qualities are changing and how these relate to future employability ☑ about the information, advice and guidance available to them and how to access it ☑ to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence) ☑ about the range of opportunities available to them for career progression, including in education, training and employment ☑ about changing patterns of employment (local, national, European and global) ☑ to take full advantage of any opportunities for work experience that are available ☑ about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions) ☑ about attitudes and values in relation to work and enterprise (including terms such as ‘customer service’ and ‘protecting corporate or brand image’) ☑ about confidentiality in the workplace, when it should be kept and when it might need to be broken ☑ to develop their career identity, including how to maximise their chances when applying for education or employment opportunities ☑ to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms) ☑ to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices ☑ their consumer rights and how to seek redress 	RVW +TRACKING WEXP Y10 WEXP Y10 WEXP Y10 WEXP Y10 WEXP Y10 Y10 WEXP Y10 WEXP Y10 Y11	CIT Y10 CIT Y10 CIT Y10 CIT Y10 CIT Y11 CIT Y11	
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