

Policy & Procedure



Newcroft Primary School

Learning together, achieving together

Sex and Relationships Education (Personal Knowledge) Policy 2014-2017

This policy is reviewed every three years and was agreed by the Governing Body of Newcroft Primary School in December 2013 **and will be reviewed again in December 2017**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Newcroft Primary School

Sex and Relationships Education Policy

Aims and Vision



Our Aim
Our aim is that all children at Newcroft become creative, active and reflective learners through consistent focus upon:

Sex and Relationships Education at Newcroft Primary School

Definition

The Sex Education Forum defines SRE as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'.

The aim of SRE at Newcroft is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and well-being. This is why we refer to SRE with the children as '**Personal Knowledge**'

Misunderstanding about what SRE really involves can be a barrier for parents, governors and school staff. At Newcroft, we focus upon

- physical development, for example how our reproductive systems work,
- emotional development, like how to manage feelings, and
- social development, such as the positive and negative influences from friends.

Governor with responsibility for monitoring SRE

Bill Gilmour is the named Governor for monitoring SRE in the school

Does our school need to have a SRE policy?

Maintained primary and secondary schools are legally obliged to have an up-to-date SRE policy that describes the content and organisation of SRE taught outside science in the National Curriculum. In primary schools if the decision is taken not to teach SRE beyond the

National Curriculum this should also be documented in the policy. The policy should be made available to parents on request. It is the school governors' responsibility to ensure that the policy is developed and implemented.

Why our policy and programme of learning needs to be regularly updated

Ofsted has found that SRE needed improvement in over a third of the primary and secondary schools they inspected to inform their report 'Not yet good enough; personal, social, health and economic education in schools' (2013).

In primary schools this was because too much emphasis was placed on friendships and relationships, leaving pupils ill-prepared for physical and emotional changes during puberty, which many begin to experience before they reach secondary school. Some primary schools failed to teach correct terms for sexual parts of the body.

What aspects of SRE are compulsory?

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

How does SRE link to other curriculum requirements?

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

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

This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act. This gives schools a very clear remit to provide SRE and PSHE. Whole school Ofsted inspections (Section 5) consider the extent to which a school provides such a curriculum.

How does SRE relate to other statutory duties that schools must fulfil?

Safeguarding

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). The school summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital

Mutilation (2014) which includes a section for schools. This may not appear to be a current, relevant concern regarding children at Newcroft but it is important to remain aware and vigilant.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Inclusive SRE at Newcroft will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b). See our Equality Statement at the end of this policy.

How SRE is provided (and by whom)

Sufficient time must be put aside in all year groups in each term to ensure that coverage and balance is adequately met.

At Newcroft, as our pupils are primary pupils, we do not refer to lessons as 'Sex and Relationships (SRE)' lessons. We use the phrase '**Personal Knowledge**' to refer to SRE. This helps to remove some of the taboos.

One of the reasons for this is that SRE is an integral element of a broader developmental personal, social, health and economic (PSHE) education programme at Newcroft where the PSHE curriculum also covers emotional health and well-being, drugs, healthy eating and physical activity, citizenship and safety. There are links between areas of knowledge and understanding in PSHE and SRE, for example in relation to alcohol and drugs and emotional health. There are also links to other areas of the curriculum such as Computing (staying safe online), citizenship and religious education.

Values and attitudes

At Newcroft, SRE promotes the core values of respect, love and care. We also provide the opportunity for children to reflect on their own attitudes and beliefs and those of their peers and others. The process of values clarification and development is common across the broader subject of PSHE.

Privacy

Pupils', families' and teachers' privacy is protected by us following a number of other school policies (e.g. Confidentiality, Safeguarding, Acceptable Use) and setting very clear ground rules for learning.

Behaviour

It is hoped that children will see our '**Personal Knowledge**' lessons as safe places to learn but it is recognised that the human instinct to feel uncomfortable in such situations may manifest themselves in behaviour that needs to be challenged. The school's Behaviour Policy will be followed in these circumstances and such occurrences should be unlikely if the class sets ground rules prior to embarking upon potentially challenging subject matters. All pupils at Newcroft will be aware of the need to use the correct terminology for body parts and especially reproductive organs.

All classes have a '**question box**' that pupils can anonymously post questions to. In turn, the teacher will try to answer the questions (as appropriate) whilst retaining the child's anonymity.

What we teach and when:

SRE starts early in Newcroft primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect *before* it happens. This is why we have some SRE in every year of our primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

Below is a description of what is taught in each year group at Newcroft. There is SRE specific content and references to the new National Curriculum also

Maintained primary and secondary schools must teach the National Curriculum, which includes some sex education within science. The new National Curriculum for Key Stages 1–3 applies at Newcroft from September 2014.

Science at Newcroft includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty (in year 5). The programmes of study are set out year by year, but content may be introduced earlier if relevant to the pupils' needs.

Reception and Year 1

SRE Specifics

At this age, children are interested in the **differences between boys and girls, naming body parts, where babies come from**, and friends and family. Children also learn about the **areas of the body that are private** and should not be touched and **who they can talk to** if they are worried.

Science Specifics in Year 1

Children should be taught to - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Non-statutory guidance - Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Although not mentioned specifically, it is important that pupils at Newcroft are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused. Ofsted has raised concerns about primary schools failing to teach correct names for sexual parts of the body.

Years 2, 3 and 4

SRE Specifics

At this age, children are interested in the **emotional and physical changes of growing up, similarities and differences between each other** and between boys and girls, **coping with strong emotions** and **how babies are made from eggs and sperm. How to look after our bodies** and how to be **safe and healthy** are also emphasised at this age.

Science Specifics in Year 2

Children should be taught to - notice that animals, including humans, have offspring which grow into adults.

Non-statutory guidance - The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Science Specifics in Year 4

Children should be taught to - identify how plants and animals, including humans, resemble their parents in many features

Non-statutory guidance - Pupils should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by exploring the family trees and family resemblances of historical personalities such as the Tudors or the Hapsburgs.

Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

Years 5 and 6

SRE Specifics

At this age, children are interested in knowing about **love** and the **different kinds of families** and will be more aware of **different types of partnerships and relationships**. **Gender stereotypes and homophobia** are explained and challenged in these year groups (if not required earlier). Pupils at this age are curious about **puberty** and **sexual feelings** and **changing body image**. They learn more details about **conception, how babies develop and are born** and **why families are important** for having babies. In Years 5 and 6, pupils will also find out about how people can get **diseases**, including HIV, from sex and **how they can be prevented**. Pupils will also learn about **who they can talk to** if they want help or advice and information about growing up and personal safety including online.

Science Specifics in Year 5

Children should be taught to - describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).

Science Specifics in Year 6

Children should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop from birth to old age
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Non-statutory guidance- They should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Non-statutory guidance - They should be introduced to the idea that variation in offspring over time can make animals more or less able to survive in particular environments and lead to evolutionary change. Pupils might find out about Charles Darwin's work on evolution.

Ground rules

Before any SRE (Personal Knowledge) sessions, the teacher must ensure that the ground rules have been set with the children in that class.

For younger pupils, a circle time activities can be used to develop the ground rules. (For example, pupils are asked to name a game they like to play and then imagining an alien has landed on earth. How would the alien know how to play the game and what rules apply? Go round the circle naming rules from the game, and then discuss what it feels like when someone does not follow the rules. Why are rules helpful? This then leads into ground rules for when the children are learning together in Personal Knowledge lessons.

Once a working agreement has been made by the class, it should be referred back to and displayed during the Personal Development lessons. An effective working agreement or set of ground rules will contain the elements shown below – in language that is age appropriate and formulated (as far as possible) as positive behaviours.

Example of a working agreement

We will try:

- To be kind to each other;
- To listen to each other;
- To respect our rights to share different views;
- To take care with information we share about ourselves;
- To remember that we can always ask about things in private with an adult in school, but the adult may have to share information if they are worried about our safety;
- Not to ask personal questions

Older pupils may suggest 'confidentiality' as part of the ground rules, proposing that 'what is said in the class should stay in the class'. In reality, this is not feasible. Instead, teachers talk to pupils about personal boundaries, what information is private and how to protect their own and others' privacy.

Language and terminology

SRE at Newcroft has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. This is only possible if adults teaching SRE are able and willing to model use of this type of vocabulary. At Newcroft, teachers plan vocabulary lists for each lesson or unit of SRE and share the list with parents (by way of a brief letter) in advance of the teaching. This ensure that the parents are prepared for pupils' use of this vocabulary when they are at home.

We always use medically correct terms for genitalia and sexual parts of the body, for example, vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools have, in the past, failed to teach this vocabulary. As a barrier to safeguarding, this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice should be established in SRE at Newcroft. We hope that this will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children and all adults at

Newcroft need to know that using the word 'gay', (to refer to something or someone as rubbish) is wrong and will not be tolerated.

Resources

Teachers use a range of resources e.g. images, 3-D models, stories and games to enhance and enrich SRE. Resources should support inclusion in terms of the range of people and relationships they portray and must contain medically correct facts.

Teachers should work through the following questions when choosing and using resources:

Choosing a resource:

- Individual resources may not meet all the above criteria but the programme should aim to use resources which, used together, promote inclusive SRE
- Is the resource consistent with the values set out in the school SRE policy?
- Is it factually correct and up-to-date?
- Does it encourage active and participatory learning?
- Is the resource contemporary in terms of the realities of children and young people's lives?
- Does the resource portray positive images of a range of children and young people?
- Does the resource show positive role models for girls and boys / women and men and avoid stereotypes relating to gender and sexual orientation?
- Is the resource inclusive on the basis of home and family circumstance, gender, sexuality, race, faith, culture and disability?
- Is it appropriate for the age, ability and maturity of the children and young people?
- Is it necessary for parents and carers to be consulted about the resources?
- Are teachers confident about using the resource?

Using a resource

- Will the resource be used in its entirety or will it be more appropriate to adapt it and select from it?
- Does use of the resource fit into a planned and developmental programme of SRE?
- Is there a range of types of resource being used across the SRE programme including a variety of formats such as video, audio, visual, games, and models?

External Visitors

An external visitor should not be used as a substitute for a teacher. They should also comply with the school policy on confidentiality. Ultimately, we refer to the schools 'Outside Visitors Policy'.

How Parents and Pupils are consulted

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents. Under current legislation, schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. **At Newcroft, if parents wish to exercise their right to withdraw their child from any SRE taught outside of the Science National Curriculum, they should do so by writing to the Head teacher.**

Parents have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. **At Newcroft, teachers will exercise due caution bearing in mind their knowledge of the pupils in their class.** If parents do 'opt-out' we will offer further dialogue, either by letter or at a meeting. Parents will be encouraged to provide SRE at home if they choose to withdraw their child. In such cases, we will offer to parents the materials used with pupils in school if they wish to use them at home. The following methods are used to involve parents in reviewing the SRE policy.

1. Send the draft policy out to all parents by email, letter and/or posted on the school website and invite feedback and comments. Asking specific questions makes it easier for parents to respond.
2. Parents will be invited to a meeting about the policy. This will provide more time to explore what SRE really is and for facilitated activities that help parents to reflect on what kind of SRE they want for their children.
4. Sharing material created by pupils in SRE lessons with parents is a great way to capture attention and to gain support. This could take the form of questions asked by pupils that have been posted in an anonymous question box as part of a needs assessment. This will show parents the kind of questions that children of a particular age want to ask.

Pupil Consultation

Asking children their views on SRE gives them an opportunity to be active citizens and ensures that teaching can meet the specific needs of the children it is aimed at.

At Newcroft, pupil consultation can take the form of discussions within classroom activities which ensure all pupils have a voice in the process.

Some of the questions asked would be:

- Where do you get information about your body, growing up, relationships and feelings?
- What would you like more information on?
- Do you feel able to ask for support and advice?
- Do you feel confident talking about feelings and emotions?
- Do you feel safe to learn in SRE lessons?
- Do the activities used in lessons help you to learn?
- What do you think would improve SRE in our school?

Disclosures – linked to Safeguarding Policy

Any disclosures or concerns that arise from SRE lessons will be dealt with in line with the school's Safeguarding Policy (completing an Orange or Amber Alert form and forwarding to a Safeguarding Lead - Alex Smythe, Vonny Shelley or Carole Atkinson)

How SRE is assessed, monitored and evaluated

Assessment

Assessment in SRE at Newcroft is 'Needs assessment' or 'needs identification'. This has a particular function which is to indicate the existing knowledge and skills of pupils. This enables

a teacher to plan a programme that is relevant to the group and builds on prior learning. It also serves as a baseline against which future progress may be assessed. Needs assessment information from pupils should be gathered by teachers at the outset by using techniques such as 'Draw and Write' activities, mind maps and quizzes.

At the end of a unit of learning, pupils are encouraged to reflect on what they have learned and the progress they have made by asking some of the following questions:

- What new information have I learnt?
- What do I now think and believe?
- Has listening to the views of others changed my views and/or beliefs?
- Did I learn anything I did not expect to?
- How will it change my behaviour in the future?
- How did I feel about what I found out?
- What feelings did I have during the session?
- What do I now need/want to learn?
- Is there anyone else I need to talk to about this?

Individual responses could be recorded or it may be that pupils are merely encouraged to internalise their thoughts and responses as part of self-assessment.

Monitoring

Monitoring is a leadership activity (carried out by the Head teacher and the Governor with responsibility for SRE). It is an ongoing process that checks the degree to which the SRE Policy and programme is being effectively implemented. Monitoring answers the questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

Evaluation

Evaluation is what the teachers do in response to the teaching. It is the process that measures whether the lesson or unit of work is effective and worthwhile. It should be used as a means of improving provision and raising standards. Evaluation helps to identify issues for development and can prompt a review process and this may result in changes to the SRE programme or policy. Teachers are encouraged to feed such findings back to the Head teacher.

Evaluation answers the questions:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

Meeting the needs of girls who are menstruating

On the very few previous occasions when these requirements have been needed to be met we have been approached by a parent with the child. Reassurance is always given and the facility to use the ladies toilets where there is a disposal unit. In the past, it has been expected that the families will provide their own supplies but that they can be stored in the ladies. A member of staff who the child feels comfortable with is assigned to help the pupil. We envisage this increasing slightly in frequency when we take on year 6 and, at this time, we will need to address the requirement differently. We are aware that using the ladies puts the pupils in a delicate position and it would therefore be better to put a unit in one of the girls' cubicles in the top base toilets in the future. We will also keep a selection of sanitary products for these eventualities.

Role of the School Nurse

The extent to which the school nurse contributes to SRE will depend, in part, on capacity and local resources; in recent times, this support has dwindled. However, we will always try to employ the services of the school nurse for Year 5 (and 6) pupils in the autumn term for specific support for boys' and girls' understanding of the changes associated with puberty.

Other ways in which the School Nurses can effectively support SRE are by:

- Introducing themselves in person to all pupils, for example by visiting a Key Stage assembly or specific SRE lesson;
- Supporting teachers with suitable vocabulary and resources;
- Checking that sexual health information is up-to-date, medically accurate and comprehensive;
- Informing curriculum planning by feeding back (anonymously) the common questions and concerns raised by pupils one-to-one with the school nurse.

Communication

This policy will be shared with parents and carers through the school website at www.newcroft.leics.sch.uk

Equality Statement

At Newcroft Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

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