

# **Ysgol Llanfair Dyffryn Clwyd**



## **Polisi Addysg Rhyw a Pherthnasoedd Sex and Relationships Education Policy**

School Name	Ysgol Llanfair Dyffryn Clwyd
Policy Name	Sex and Relationships Education (SRE)
Date Policy formally approved by Governing Body:	23.1.18
Policy start date:	February 2018
Policy to be reviewed on (date):	Every 3 years
Person responsible for implementation of the policy:	Headteacher
Named Governor:	Richard Carter
Signed: (Head teacher)	
Signed: (Chair of Governing Body)	

## 1. Introduction

Sex and Relationships Education (SRE) is lifelong learning about sex, sexuality, emotions, positive relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of children and young people. It begins informally in the home with parents/carers long before any formal education takes place at school.

It is our belief that our pupils should experience a planned programme of SRE that offers them the opportunity to explore attitudes and values and to develop skills and knowledge appropriate to their age, understanding and development. This policy sets out our programme of SRE. This is closely linked to our delivery of Personal and Social Education (PSE). Our SRE programme promotes equality, recognises diversity and shows respect to others regardless of their sexual orientation.

## 2. Rationale

It is known that good quality SRE programmes can help pupils to develop positive attitudes and values that influence the way they behave; begin to develop the skills needed to make responsible and well-informed decisions about sexual health and well-being; gain respect for themselves and others; appreciate the importance of stable and loving personal relationships; appreciate diversity and celebrate difference; and know how to get appropriate advice and support. Good quality SRE can also help pupils delay their first sexual experience and practice safe sex.

### 3. Aims of the policy

Our school aims to promote the spiritual, moral, cultural, emotional and physical development of pupils at our school, in order to deal with the changes in puberty; to develop the skills and self-respect to be confident in adolescence; and prepare them for the opportunities, responsibilities and experiences of adult life. We will:

- Help children understand the importance of stable and loving relationships, respect, love and care;
- Help children to understand the information and situations they come across and to put them in a values framework;
- Help children to communicate about matters to do with their bodies and relationships without embarrassment;
- Provide information on:
  - Loving relationships
  - Names of parts of the body
  - Appropriate and inappropriate touching
  - Different kinds of families
  - The process of reproduction
  - The physical and emotional changes associated with puberty
  - The development of the foetus in the uterus
  - The needs of babies and the responsibility of parenthood;
- Keep children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children;
- Teach children to respect themselves and other people;
- Help children to understand their own feelings and the feelings of others.

### 4. Links to legislation, national guidance and other school policies

In accordance with guidelines set out in the Education Act (1996) our governors have agreed that SRE will be taught throughout the foundation phase and key stage 2. This policy has been developed with reference to the following documents:

- Sex and Relationships Education in Schools. Guidance 082/2010 (Welsh Government, 2010)
- Personal and Social Education Framework (Welsh Government, 2008)
- Foundation Phase Framework (Welsh Government, 2015)
- Science in the National Curriculum for Wales (Welsh Government, 2008)
- All Wales Child Protection Procedures (Welsh Government, 2008)
- Respecting Others, Anti Bullying Overview. Guidance: 050/2011 (Welsh Government, 2011)
- Equality Act (UK Government, 2010)

This policy will not be seen in isolation as it has links with other school policies:

- Child Protection
- Confidentiality
- PSE
- Anti-bullying
- Equalities

### 5. Development of the SRE policy and programme

This policy has been adapted from a template developed by the local education authority, schools and health partners. As a school we developed our SRE policy and

programme in consultation with: staff, governors, school nurse and Healthy schools coordinator

## 6. Policy exceptions, withdrawing pupils from SRE

In accordance with section 405 of the Education Act 1996 if the parents/carers of any pupil requests that their child be wholly or partly excused from receiving sex education, the pupil shall be excused accordingly until the request is withdrawn; except for when the education is part of the National Curriculum. Parents/carers are asked to inform the head teacher. These pupils will be transferred temporarily to another class. ***In the instance that the right to withdraw is exercised, parents/carers will be made aware that SRE could arise naturally from class discussion.***

## 7. Parental involvement

We believe that the primary role of SRE for our pupils lies with the parents/carers. However, we wish to build a positive and supporting relationship with our parents/carers through mutual understanding, trust and cooperation. In promoting this objective we:

- Include information about our SRE policy and delivery in our school prospectus;
- Inform parents by email / letter prior to delivering any SRE  
Provide parents with an opportunity to see and experience our SRE resources – they may borrow the Sense DVD or come into school to see the resources.
- Take seriously any issue that parents raise with teachers or governors about the policy or the arrangements for sex education in the school.

## 8. Confidentiality and child protection

If any member of staff hears or sees something during SRE lessons that suggests a pupil is at risk of serious harm or of causing serious harm to others; or if a pupil discloses that they are involved, or likely to be involved in sexual activity, the member of staff must share that information with our child protection coordinator. This will be dealt with in line with the All Wales Child Protection Procedures and our child protection policy.

In line with our confidentiality policy it should be noted that our staff cannot offer unconditional confidentiality. When delivering SRE lessons our teachers will use ground rules and will:

- Discuss confidentiality with the pupils and ensure they are aware of confidentiality boundaries
- Ask the older pupils not to discuss the content of the lessons with the younger pupils
- Remind the pupils that personal questions should not be asked
- Encourage pupils to discuss content of lessons with parents/carers

In relation to personal disclosures, we will:

- Ensure that pupils know that teachers cannot offer or guarantee unconditional confidentiality, particularly in relation to personal disclosures and the pupil will be told what will happen to any personal information they might disclose
- Reassure the pupil that their best interests will be maintained
- Follow the school child protection policy if there is any possibility of abuse

## 9. Answering pupils' questions

The governors and staff are in agreement that we should answer our pupils' questions in relation to SRE in an appropriate way. They expect staff to use their professional judgement and discretion when faced with, or answering questions which they deem to be of a sensitive nature.

During SRE lessons teachers will use a question box which gives pupils the opportunity to ask questions anonymously and will provide an opportunity for teachers to consider their responses. However, questions can arise at any other time.

- Staff will attempt to answer general questions honestly, openly and factually.
- They will consider the pupils' age, maturity, family background, culture, religious beliefs and differing experiences.
- If a pupil asks questions about values, teachers will refer the pupil to its family and will try to avoid giving own views as the only right one.
- If the staff member feels that they are unable to answer in a manner suitable to the age and maturity of the pupil, they can seek support of the head teacher, who may encourage the pupil to discuss the issue with their parents.
- If a question is too personal or explicit, our teachers will remind the pupil of the ground rules. If the pupil needs further support, the teacher will refer the pupil to an appropriate person such as our school nurse, parent/carer or an outside agency.
- If our teacher does not know the answer to a question, they will acknowledge this and will clarify the answer with colleagues / head teacher.
- If a question feels 'too old' for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge the question and promise to attend to it after the lesson on an individual basis. In this way, the pupil will feel they have been treated with respect but inappropriate personal information will not be shared with the rest of the class.

## 10. Delivery of SRE

Our governors have agreed that our core SRE programme will be delivered by our class teachers. **We will always have two members of staff present when SRE is delivered.** They will receive training as appropriate. This approach makes the content appear ordinary and allows plenty of opportunity for pupils to come back to staff with any questions. Pupils are encouraged to speak to the member of staff they feel most comfortable with.

We recognise the value of involving outside speakers within the SRE programme as appropriate for example the School Nurse and NSPCC. We will always check the content of their session to make sure that messages are consistent. A member of staff will be present throughout.

## 11. SRE programme

We will teach sex and relationships education with the context of the Framework for Children's Learning for 3 to 7 Year Olds and the Personal and Social Education Framework for 7 to 19 Year Olds as a basis for provision; as well as the Science Curriculum Order. See appendix 1.

### **Foundation phase, by the end of year 2 pupils will:**

Recognise parts of their body in order to differentiate between male and female and will be able to distinguish between appropriate and inappropriate touch. Terms used for male are penis and testicles and the terms used for female are breasts and vagina.

## **Key stage 2, by the end of year 6, pupils will understand:**

- the reasons for the physical and emotional changes that take place at puberty, to include conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety
- how to distinguish between appropriate and inappropriate touch
- what to do or to whom to go when feeling unsafe.

### **11.1 Ground Rules**

To create a safe environment with clear boundaries and to protect individual privacy we will prior to SRE lessons establish clear ground rules.

### **11.2 Marriage**

When we deliver SRE, we also teach the nature of marriage as well as the importance of family life in accordance with the education act 1996 (section 403 1 and 1A). We will also refer to civil partnerships and same sex marriage.

### **11.3 Same Sex Relationships**

There are no, and never have been, any legal barriers to teachers and staff discussing issues around sexual orientation in the classroom and responding to, and preventing, homophobic bullying. Teaching about sexual orientation does not mean that we will be teaching about sex or sexual activity. Instead, we will be celebrating difference and diversity.

### **11.4 Evaluation of Learning**

Insert information about how your SRE lessons are monitored / evaluated. For example KWL grid, questionnaire.

### **11.5 Delivery**

- The learning experience will be delivered in a sensitive, relaxed, informative approach and through active, experiential learning.
- Circle time will be used for open discussion and debate as well as question and answer sessions.
- The content will be closely matched to the individual needs of the children.
- Some issues are genuinely sensitive yet it is important to keep abreast of current issues locally and nationally so that pupils are able to make wise, sensible and informed choices about their lives and their personal relationships.
- Most lessons will be taught in mixed sex groups by their class teacher; however single sex SRE lessons will be built into the programme to ensure that both boys and girls have an opportunity to ask questions which may be sensitive for them or subject to cultural needs.
- In some cases flexibility will be applied to our programme of delivery, in consultation with parents.

### **11.6 Resources**

- The 'Growing Up' / Tyfu i Fyny resources will be used in years 2 upwards.
- The SENSE CD-ROM resource will be used for years 5/6.
- Sometimes a selection of different resources will be used to support delivery.

## **11.7 Inclusion**

Some pupils may find it difficult to talk to their parents/carers about SRE and may rely on our school as their main or only source of information. We will therefore work to ensure that our SRE programme meets the needs of all our pupils.

We will ensure that our SRE programme is sensitive to pupils with additional needs and we will not withdraw them for the purpose of catching up on other subjects. We will also ensure that the SRE programme is sensitive to the religious and cultural beliefs of our pupil's families.

We will also work to ensure that looked after children receive SRE as they may lack in parental guidance or may have missed SRE due to disruptions in moving schools or periods of absence. Similarly for young carers, efforts will be made to ensure that they engage in SRE lessons.

Our SRE programme promotes equality, recognises diversity and shows respect for others regardless of sexual orientation. Our teachers will deal with matters of sexual identity or sexual orientation honestly and sensitively and in a non-discriminatory way; and will answer appropriate questions and provide factual information. Teachers will provide opportunities for pupils to think, understand and challenge their own prejudice.

## **12. Complaints**

If any parent/carer has any cause for concern about our SRE policy and programme, they should approach the head teacher. If the concern cannot be resolved the school governors can be contacted and the school complaints policy followed.

## **13. Monitoring and evaluation**

- This policy will be reviewed every 3 years or more often if appropriate (e.g. new legislation or resources).
- The head teacher and governing body is responsible for reviewing SRE delivery and the pupil's evaluations to ensure that the programme is responsive to the needs of pupils and that a supportive learning environment is maintained for all.

## Appendix 1 – Curriculum

<p><b>Foundation phase curriculum links</b></p> <p><b>Personal and Social Development, Well-Being and Cultural Diversity</b></p> <p><b>Well-being:</b></p> <ul style="list-style-type: none"><li>▪ Value and contribute to their own well-being and to the well-being of others</li><li>▪ Be aware of their own feelings and develop the ability to express them in an appropriate way</li><li>▪ Understand the relationship between feelings and actions and that other people have feelings</li><li>▪ Demonstrate care, respect and affection for other children, adults and their environment</li><li>▪ Ask for assistance when needed</li></ul> <p><b>Personal development:</b></p> <ul style="list-style-type: none"><li>▪ Become independent in their personal hygiene needs and to be more aware of personal safety</li><li>▪ Express and communicate different feelings and emotions – their own and those of others</li></ul> <p><b>Social development:</b></p> <ul style="list-style-type: none"><li>▪ Be aware of and respect the needs of others</li><li>▪ Take responsibility for their own actions</li><li>▪ Value friends and families and show care and consideration</li><li>▪ Appreciate what makes a good friend</li></ul> <p><b>Knowledge and understanding of the world</b></p> <p><b>Myself and other living things:</b></p> <ul style="list-style-type: none"><li>▪ Learn the names and uses of the main external parts of the human body and plants</li><li>▪ Observe differences between animals and plants, different animals, and different plants in order to group them</li><li>▪ Identify the similarities and differences between themselves and other children</li></ul>	<p><b>Key Stage 2 – PSE curriculum links</b></p> <p><b>Health and emotional well-being:</b></p> <ul style="list-style-type: none"><li>▪ Taking increasing responsibility for keeping the mind and body safe and healthy</li><li>▪ Feel positive about themselves and be sensitive towards the feelings of others</li><li>▪ The reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth</li><li>▪ The range of their own and others' feelings and emotions</li><li>▪ The importance of personal safety</li><li>▪ How to distinguish between appropriate and inappropriate touching</li><li>▪ What to do or to whom to go when feeling unsafe</li></ul> <p><b>Active Citizenship:</b></p> <ul style="list-style-type: none"><li>▪ Develop respect for themselves and others</li><li>▪ Value families and friends as a source of mutual support</li><li>▪ Value cultural diversity and recognise the importance of equality of opportunity</li><li>▪ Understand the benefits of families and friends and the issues that can arise</li><li>▪ Understand situations which produce conflict and the nature of bullying</li><li>▪ Develop respect for themselves and others</li><li>▪ Understand their rights</li></ul> <p><b>Moral and Spiritual Development</b></p> <ul style="list-style-type: none"><li>▪ How cultural value and religious beliefs shape the way people live</li><li>▪ That people differ in what they believe is right and wrong</li><li>▪ That personal action have consequences</li></ul> <p><b>Key stage 2 – Science links</b></p> <p><b>How things work:</b></p> <ul style="list-style-type: none"><li>▪ The names, positions, functions and relative sizes of a human's main organs</li></ul>
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## Appendix 2 – Delivery Plan

Please edit the table below to suit delivery in your school. It is only a guide and you can change the content and format to suit you.

Please also refer to our foundation phase planning and PSE planning for KS2.

### The Foundation Phase

Year group	Topic / Subject	When	Lesson	Resources	Evaluation
Reception			<ul style="list-style-type: none"> <li>Personal hygiene – hand washing</li> </ul>	<ul style="list-style-type: none"> <li>Glow bug</li> </ul>	Each pupil to complete KWL grid on the whiteboard as a circle time session before and after series of SRE lessons
1 & 2		<ul style="list-style-type: none"> <li>Establish ground rules</li> <li>Recognise and name the main external parts of the human body. To include penis, testicles, vagina and breasts. The circle time will include pupils using the family names for these parts.</li> <li>Recognise differences between themselves and others males and females</li> <li>Public and private</li> <li>Appropriate and inappropriate touching</li> <li>Appropriate and inappropriate behaviour – exposure of themselves</li> <li>Discussion about personal space</li> <li>Strangers</li> <li>Personal safety</li> <li>Who to go to for help or advice</li> </ul>	<ul style="list-style-type: none"> <li>TIF ground rules</li> <li>Question box</li> <li>TIF circle time – body parts, public/private and touching</li> <li>TIF Body mat</li> <li>TIF Coloured disks</li> <li>TIF Swim suit images</li> <li>TIF Picture of children's body for pupils to label as follow on work</li> <li>Venn diagram for differentiating between male and female</li> <li>JIWSI book – personal space lesson, page 42 – 44</li> <li>NSPCC PANTS leaflet to parents</li> <li>Police – People Who Help Us lesson</li> </ul>		
1 & 2			<ul style="list-style-type: none"> <li>Revisit ground rules</li> <li>Personal hygiene</li> <li>Hand washing lesson</li> <li>Preventing the spread of infection / germs</li> </ul>	<ul style="list-style-type: none"> <li>TIF ground rules</li> <li>Question box</li> <li>TIF Personal hygiene circle time</li> <li>TIF Personal hygiene products</li> <li>Glow Bug</li> </ul>	
1 & 2			<ul style="list-style-type: none"> <li>Revisit ground rules</li> <li>Understand life cycles</li> </ul>	<ul style="list-style-type: none"> <li>TIF ground rules</li> <li>Question box</li> <li>List the resources you use</li> </ul>	
1 & 2			<ul style="list-style-type: none"> <li>Revisit ground rules</li> <li>Understand how much they have changed since they were</li> </ul>	<ul style="list-style-type: none"> <li>TIF ground rules</li> <li>Question box</li> </ul>	

		<ul style="list-style-type: none"> <li>▪ a baby</li> <li>▪ Understand the needs of babies and young people</li> <li>▪ Understand the development of babies and caring for them</li> </ul>	<ul style="list-style-type: none"> <li>▪ TIF worksheet – Myself as a Baby</li> <li>▪ Visit by midwife or expectant / new mum</li> <li>▪ Visit to clinic</li> <li>▪ JIWSI book – what a baby needs, page 46</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Revisit ground rules</li> <li>▪ Relationships and friendships</li> <li>▪ Value the importance of family life and marriage (to include same sex marriage and civil partnerships)</li> <li>▪ Value diversity and understand the range of relationships including the importance of family for the care and support of children</li> <li>▪ Peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>▪ TIF ground rules</li> <li>▪ Question box</li> <li>▪ TIF - what makes a good friend</li> <li>▪ Mock wedding</li> <li>▪ Family photographs lesson</li> <li>▪ Insert resources you use</li> <li>▪</li> </ul>
1 & 2		<ul style="list-style-type: none"> <li>▪ Spectrum lessons on safe relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Invite Spectrum to school</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Suggest that you make reference to your PSE scheme of work OR maybe other relationships work that you do using e.g. SEAL, I am I know I can....</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

## Key stage 2 – year 3 and 4

Year	Topic / Subject	When	Lesson	Resources	Evaluation
3 & 4			<ul style="list-style-type: none"> <li>▪ Establish ground rules</li> <li>▪ Revisit body parts lesson, inappropriate /appropriate touching and similarities and differences between male and female, public / private</li> <li>▪ Re-visit human life cycles</li> <li>▪ Revisit personal hygiene lesson</li> <li>▪ Revisit personal safety, stranger danger</li>   <li>▪ Introduce the main organs of the body and their relative sizes and functions (could include the penis, testicles, vagina, uterus, ovaries)</li> </ul>	<ul style="list-style-type: none"> <li>▪ TIF - ground rules</li> <li>▪ Question box</li> <li>▪ See resources from foundation phase lesson</li> <li>▪ JIWSI book – similar and different activity, page 18 &amp; 19</li> <li>▪ IDAHO Lesson –Only for Me, page 5</li> <li>▪ Police - Friend or Foe, Never Go lesson</li> <li>▪ E-bug website</li>   <li>▪ NSPCC PANTS leaflet to parents</li>   <li>▪ TIF body mat</li> <li>▪ TIF – inside the human body cards and whiteboard activity</li> </ul>	Each pupil to complete KWL grid before and after series of SRE lessons
3 & 4			<ul style="list-style-type: none"> <li>▪ Revisit ground rules</li> <li>▪ Relationships – what makes a good friend or relationship</li> <li>▪ Importance of friends and family</li> <li>▪ What makes a family</li> <li>▪ Family differences – wide range of family arrangements, second marriages, fostering, extended families, same sex parents etc</li> </ul>	<ul style="list-style-type: none"> <li>▪ TIF – ground rules</li> <li>▪ Question box</li> <li>▪ TIF - what makes a good friend</li> <li>▪ JIWSI book – About Me activity page 16 and 17</li> <li>▪ SENSE- Friendship</li> <li>▪ SENSE – Being yourself</li> <li>▪ SENSE – Prejudice and difference (refers to fostering and adoption)</li> <li>▪ Insert other resources you may use</li> </ul>	
3 & 4			<ul style="list-style-type: none"> <li>▪ Revisit ground rules</li> <li>▪ Internet safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ TIF – ground rules</li> <li>▪ Question box</li> <li>▪ Police – Internet Safety, Stay SMART Lesson</li> <li>▪ Think U Know website</li> </ul>	
3 & 4			<ul style="list-style-type: none"> <li>▪ Suggest that you make reference to your PSE scheme of work OR maybe other relationships work that you do using eg SEAL, I am I know I can....</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	

## Key Stage 2 – years 5 and 6

Year	Topic / Subject	When	Lesson	Resources	Evaluation
5 & 6			<ul style="list-style-type: none"> <li>▪ Establish ground rules</li> <li>▪ Revisit lesson from foundation phase naming of body parts</li> <li>▪ Revisit lesson from year 3/4 names and functions of the bodies main organs</li> <li>▪ Physical and emotional changes at puberty</li> <li>▪ Extension activity to create a puberty booklet</li> </ul>	<ul style="list-style-type: none"> <li>▪ TIF – ground rules</li> <li>▪ Question box</li> <li>▪ SENSE – Puberty</li> <li>▪ TIF – Puberty cards for small group work to re-cap key puberty learning points OR use the puberty changes on interactive whiteboard</li> <li>▪ TIF – Extension activity for pupils to create a puberty booklet and to answer problem page questions</li> <li>▪ Tampons / sanitary pads</li> </ul>	<p>Each pupil to complete KWL grid before and after series of SRE lessons</p> <p>Complete SRE evaluation form with every pupil at the end of the series of SRE lessons</p>
5 & 6			<ul style="list-style-type: none"> <li>▪ Revisit ground rules</li> <li>▪ Looking after my body</li> <li>▪ Personal hygiene – importance of physical hygiene</li> <li>▪ Hand washing</li> </ul>	<ul style="list-style-type: none"> <li>▪ TIF – ground rules</li> <li>▪ Question box</li> <li>▪ SENSE – hygiene</li> <li>▪ JIWSI - circle time on personal hygiene to include sanitary and shaving products</li> <li>▪ Why wash worksheet</li> <li>▪ E-bug website</li> <li>▪ Glow Bug</li> </ul>	
5 & 6			<ul style="list-style-type: none"> <li>▪ Revisit ground rules</li> <li>▪ Relationships and friendships</li> <li>▪ What kinds of things do you like doing on your own or with a friend?</li> <li>▪ What makes a really good friend</li> <li>▪ How to make and keep friends</li> <li>▪ Friendship – What kinds of things do you like doing on your own or with a friend?</li> <li>▪ Diversity</li> <li>▪ Link to anti-bullying work</li> </ul>	<ul style="list-style-type: none"> <li>▪ TIF – ground rules</li> <li>▪ Question box</li> <li>▪ I am, I know, I can Book - Lesson 56, Differences and Sameness.</li> <li>▪ Family, friends and relationships, Me and Us Book - What is a friendship? Page 12</li> <li>▪ I am, I know, I can Book - Lesson 53, Relationships</li> <li>▪ Family, friends and relationships, Me and Us Book - Torn Apart, page 13</li> <li>▪ SENSE – bullying</li> <li>▪ SENSE – communication (includes peer influence)</li> <li>▪ IDAHO Lesson – The Big Bad Divider, page 6</li> </ul>	

				<ul style="list-style-type: none"> <li>Police – Safer relationships – right to be safe</li> </ul>	
5 & 6			<ul style="list-style-type: none"> <li>Revisit ground rules</li> <li>What is love?</li> <li>Conception</li> <li>Pregnancy</li> <li>Birth</li> <li>Care and responsibility</li> <li>Questions and answers (myths)</li> </ul>	<ul style="list-style-type: none"> <li>TIF – ground rules</li> <li>Question box</li> <li>SENSE – Sex (includes what is love)</li> <li>TIF – Mam and Dad's organs</li> <li>TIF – conception</li> <li>TIF – development of baby</li> <li>TIF – birth</li> <li>TIF – caring for mam</li> <li>Changing responsibilities worksheet</li> </ul>	
5 & 6			<ul style="list-style-type: none"> <li>Child line sessions on personal safety and recognising abuse</li> </ul>	<ul style="list-style-type: none"> <li>Childline assembly and workshops</li> </ul>	
5 & 6			<ul style="list-style-type: none"> <li>Spectrum lessons on safe relationships</li> </ul>	<ul style="list-style-type: none"> <li>Invite Spectrum to school</li> </ul>	
5 & 6			<ul style="list-style-type: none"> <li>Internet safety</li> </ul>	<ul style="list-style-type: none"> <li>Police – Cyberbullying – Be Cyber Safe</li> <li>Police – Mobile Phones – Phone Safe</li> <li>Think U Know</li> <li>Dangerpoint</li> </ul>	
5 & 6			<ul style="list-style-type: none"> <li>Growing up question and answer session with the school nurse</li> </ul>	<ul style="list-style-type: none"> <li>School nurse</li> </ul>	
5 & 6			<ul style="list-style-type: none"> <li>Suggest that you make reference to your PSE scheme of work OR maybe other relationships work that you do using eg SEAL, I am I know I can....</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	