

Guidance on Sex and Relationship Education Policy Development

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Please see following pages.

Staplegrove Church of England Primary School

Sex and Relationship Education Policy

January 2007

Sex and Relationship Education Policy

Introduction

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) in the school. It takes account of the '*Sex and Relationship Education Guidance*' published by the DfEE in July 2000 that updated Circular 5/94 '*Sex Education in Schools*'. The policy has been drafted by a working party of the School Governors following consultations with pupils, parents and staff, together with local health education advisers and health promotion specialists and is based on a framework produced by a countywide multi-disciplinary group. All teachers have their own copy of the policy. In addition, a copy is held in the school office and it can be made available on request. A statement on Sex and Relationship Education is also to be found in the School Prospectus.

Rationale

At Staplegrove Church of England School, we believe that effective Sex and Relationships Education (SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in place such a policy compiled by the School Governors.

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum. As a Church of England School we aim to promote positive family and individual values. However, we realise that relationships and family structures come in a variety of forms and we embrace and support them all.

School Council Statement can go here if required:- *****

Definition of Sex and Relationship Education

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical.

SRE seeks to enable young people to feel positive about themselves, manage relationships and if appropriate, access the infrastructure of support available.

Aims and Objectives

At Staplegrove Church of England Primary School we aim to provide our pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having three main elements to our programme as outlined in '*Sex and Relationship Guidance*', DfEE, Ref 0116/2000, p.5:

- ***attitudes and values***

learning to care about other people and being sensitive towards their needs and views;

learning the importance of values, and individual conscience and moral considerations;

accepting the differences between people and learning not to exploit them;

learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;

learning the importance and responsibilities of the family unit for all its members;

learning to respect oneself and others and being honest, loyal and trustworthy in relationships;

learning to take responsibility for one's actions in all situations;

exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

- ***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;

learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;

managing conflict;

learning how to recognise and avoid exploitation and abuse.

- ***knowledge and understanding***

learning and understanding physical development at appropriate stages;

understanding human reproduction (at an appropriate level), emotions and relationships;

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Moral Framework

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation
-

*****Might want to include a statement about the school's particular beliefs. This may be useful:***

'Sex Education: Guidelines for Church School Governors', Alan Brown, The National Society (Church of England), 1993. At the time of going to press, this booklet is currently being updated.

Working With Parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are invited to attend consultation evenings to discuss the school's SRE programme and to view the teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

Content and Organisation

The organisation of SRE is no different from other curriculum areas. It is delivered through planned programmes within Science, RE and PSHEC. Occasionally, issues about SRE may arise spontaneously in other lessons where it is not the main focus of the lesson. This is not considered to be part of the planned SRE programme and parents or carers cannot withdraw pupils in these circumstances.

Provision may be made for pupils in mixed age classes to be taught in separate age groups. Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by OFSTED in their report entitled 'Sex and Relationships' published in 2002. **(See Appendix 2 for further information)**

Where visitors are invited to deliver aspects of the SRE programme, the school follows the guidance in *'School use of visitors and outside agencies in health promotion'* published by the Somerset Healthy Schools Team, 2001. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of SRE are encompassed within the ethos of the school and may be delivered through:

- PSHEC lessons
- Core and foundation subjects
- Assembly time
- Circle time
- Health weeks
- Theatre in Education visits
- Project/theme lessons

The SRE programme will be delivered by

- Class/Form teachers/tutors
- Learning Support Assistants
- Specific teacher/s or a dedicated team of teachers
- The School Nurse (or other specified visitor/s or agency).

A range of teaching approaches will be used which include didactic and participatory methods eg small group work for discussion, etc. (**See examples in 'Sex and Relationship Education Guidance', DfEE, Ref 0116/2000, pp22-24**).

The overview and co-ordination of the taught curriculum is the responsibility of the PSHEC Co-ordinator in the school. The Senior Management Team will always identify staff who have the appropriate skills, qualities and knowledge to teach the more sensitive and contentious aspects of SRE. Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the SRE programme in the school.

A designated Governor is the link to the full Governing Body with regard to SRE provision in the school. That person has attended specific training to equip them for this responsibility.

Equal Opportunities

SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

If a pupil is absent from school (eg through illness) and does not participate in the SRE programme, the school will ensure that teaching materials are made available.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

The school will not discriminate against any member of the school community who is infected or affected by HIV.

The Sexual Offences Act 2003

The Sexual Offences Act 2003 became law in May 2004. A full copy of the Act can be found on www.six.somerset.gov.uk using the following crumb trail. Teaching and learning/curriculum and standards/Themes/PHSE. The Act outlines the law with regard to non-consensual offences including, rape, assault by penetration, sexual assault and causing a person to engage in sexual activity without consent.

Specific detail is given regarding child sexual offences (under the age of 16) and rape and other offences against children under 13.

It is clear that those who act with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their emotional well being, will not be guilty of arranging or facilitating a child sex offence. This applies not just to health professionals but to anyone acting in the best interests of the young person, such as teachers, youth workers, Connexions Personal Assistants, social care professionals and parents. Young people under 16, including under 13s, can continue to seek contraceptive and sexual health advice or treatment in confidence.

The aim of the Act is to protect young people from abuse or exploitation. It is not intended to prosecute mutually agreed sexual activity between young people of a similar age where there is no evidence of exploitation.

The statement below has been agreed by Home Office to explain the Act to young people:

" In England and Wales, the law on Sexual Offences has been updated. Under this law, the legal age for young people to consent to have sex is still 16, whether you are straight, gay or bisexual.

The aim of the law is to protect the safety and rights of young people and make it easier to prosecute people who pressure or force others into having sex they don't want. Forcing someone to have sex is a crime.

Although the age of consent remains at 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation.

Under the Sexual Offences Act you still have the right to confidential advice on contraception, condoms, pregnancy and abortion, even if you are under 16. But remember, whatever your age, you shouldn't have sex until you feel ready."

The Act also outlines the law relating to the abuse of children by those in a position of trust. It is an offence for a person aged 18 or over intentionally to behave in certain sexual ways in relation to a child aged under 18, where the adult is in a position of trust in respect of the child. This applies to any person over the age of 18 working with a position of trust in an educational establishment. The offence covers all children under 18, however it is principally designed to protect young people aged 16 and 17 who, even though they are over the age of consent for sexual activity, are considered to be vulnerable to sexual abuse and exploitation from particular classes of persons who hold a position of trust or authority in relation to them.

Specific Issues

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

Language and Ground Rules in Lessons

All staff teaching SRE will set ground rules in their classes. For example:

- * *no one (teacher or pupil) will have to answer a personal question*
- * *no one will be forced to take part in a discussion*
- * *the only language used will be easily understood and acceptable to everyone in the class*
- * *only the correct names for body parts will be used*
- * *meanings of words will be explained in a sensible and factual way.*

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the county (See '*Child Protection Handbook*', 2000 Somerset Area Child Protection Committee).

Puberty

Boys and girls need to be prepared for puberty before they reach this developmental stage. At Staplegrove Church of England Primary School we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for single gender lessons.

Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils. (eg. Requests for sanitary protection are dealt with in the School Office. There are trained First Aid staff in the office who are used to dealing with sensitive issues.)

Contraception

Primary Schools - Pupils will be given basic, appropriate information about condoms and the contraceptive pill.

Teaching About Gay , Lesbian and Bisexual Relationships

The diversity of sexual orientation found within society may also be reflected in the school community. Should the need arise students can be given information regarding access to relevant support agencies. The school will seek to ensure that SRE is relevant and positive for all students, and that teaching about sexuality is undertaken by teachers who are trained and comfortable with such issues.

'Sex and Relationship Education Guidance', DfEE, Ref 0116/2000 makes it clear that schools should *'make sure that the needs of all pupils are met in their programmes.'* (p12) This guidance also states that *'The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.'* (p13)

It would be insensitive if gay, lesbian, bisexual and transgender issues were only addressed in limited or negative contexts or prejudice eg teaching about HIV/AIDS.. The school will therefore seek to take account of different sexual orientations throughout SRE. For example, there may be a number of occasions where, in order to avoid the impression that programmes are based on an assumption of heterosexuality, it is appropriate to use inclusive language such as 'partner' rather than 'boyfriend/girlfriend'.

Homophobic bullying (ie based on perceived gay or lesbian sexuality) is totally unacceptable. The school has a specific Behaviour/Anti bullying Policy. All teachers are aware of this policy and a copy is available on request.

Confidentiality

'Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school which both pupils and parents understand. Teachers cannot offer or guarantee absolute confidentiality.'

'It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge.'

(*'Sex and Relationship Education Guidance', DfEE, Ref 0016/2000. p.30*)

(See appendix 1 in the school's PSHEC 'umbrella' statement for further information on issues relating to confidentiality).

Parents/carers will be informed of the school's confidentiality policy. The school will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be persuaded to talk to their parents or carers. Child Protection issues will be addressed if necessary; but if not necessary, the wishes of the pupil will be taken into account.

Information about local advice and support is available to pupils on the designated health notice board where everyone can see it in private.

Different codes of conduct apply to different professionals working in our school. Through the dissemination of our Confidentiality Policy students, parents, staff and health professionals working with us are aware of the different roles people have within the school, the confidential support available and how confidentiality works in practice.

The Health Authority state that:

'The teacher should be able to discuss the issue with an appropriate colleague whilst retaining the anonymity of the pupil... Teachers do not have to break a confidence if, in their professional judgement, it is in the best interest of the student. They are not legally bound to inform parents or the headteacher of any disclosure unless the headteacher has requested them to do so. Teachers should only break confidentiality if they believe that a student is at risk of physical or sexual abuse.'

Confidentiality in lessons.

Staff teaching SRE have a duty of care and may wish to make a ground rule that opinions and ideas expressed in discussion should not be repeated outside the lesson. Again it must be stressed that no absolute confidentiality can be promised. Clearly a lesson situation is also a significantly different context to a conversation with an individual. Students should be reminded of this difference. Through distancing techniques and ground rules students should understand that lessons are not an appropriate place to disclose personal information.

Monitoring and Evaluation

The SRE policy is monitored and evaluated through an annual review process involving Teachers, PSHE Co-ordinator, Senior Management Team, and the Governing Body.

Review Date of this Policy

Target Review Date	Date Reviewed	Action Required	Signature

Signed:

Position held:

Date:

Appendix 1

School / Student Council Policy Statement

The students have always played a large role in every policy or campaign that the school has undertaken. The 'Sex and Relationship Education Policy' is no different. In fact, it was the students who brought about a huge change to the Sex and Relationship Education tutorial programme from 1999 onwards.

At _____ School we feel that everyone has the right to be informed about Sex and Relationships in a safe and caring environment. It is believed that people will learn better if they feel able to speak openly and are not in a position to feel embarrassed or intimidated. That is why some lessons are taught in single gender groupings, to allow everyone freedom of expression.

Teachers are always well informed and able to answer most questions that are asked. If they don't know the answer themselves they always point us in the right direction. There are often specialist on hand too. The atmosphere is relaxed and comfortable, but focussed.

There are notice boards provided in school for information about STIs, helplines, contraceptive advice etc. Telephone numbers and up-to-date information are posted on these boards.

We have access to specialists eg The School Health Advisory Team and Youth Workers. Student Council members are sometimes invited to attend special events and forums eg local teacher / health professional conferences. The students present a role-play or give a presentation.

We know we are always listened to and this helps us to feel included as equal partners in our Sex and Relationship Education. After all it is about us! By the time we leave school we have been helped to make informed choices with responsibility for ourselves and others including risk appreciation. We can leave school as confident adults.

Signed:

Position: Chair of school / student council

Date:

Appendix 2

Learning outcomes

Taken from 'Sex and Relationships', Ofsted Report, 2002

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE.

We present them in this format in the hope that they might be useful to schools

- (i) as an audit tool
- (ii) as a monitoring device
- (iii) for other curriculum developments.

In the right hand column you may wish to add the year, key stage, curriculum area or other school activity where each learning outcome is addressed.

Those statements marked with an asterisk are part of the National Curriculum Science requirements.

Γ By the end of Key Stage 1

1	Pupils will be able to:	Where?
a)	recognise and compare the main external parts of the bodies of humans*	
b)	recognise similarities and differences between themselves and others and treat others with sensitivity	
c)	identify and share their feelings with others	
d)	recognise safe and unsafe situations	
e)	identify and be able to talk with someone they trust	
f)	be aware that their feelings and actions have an impact on others	
g)	make a friend, talk with them and share feelings	
h)	Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.	

2	Pupils will know and understand:	
a)	that animals, including humans, grow and reproduce*	
b)	That humans and animals can produce offspring and these grow into adults*	
c)	the basic rules for keeping themselves safe and healthy	
d)	about safe places to play and safe people to be with	
e)	the needs of babies and young people	
f)	ways in which they are like and different from others	
g)	that they have some control over their actions and bodies	
h)	The names of the main external parts of the body including agreed names for sexual parts	
i)	why families are special for caring and sharing.	

3.	Pupils will have considered:	
a)	why families are special	
b)	the similarities and differences between people	
c)	how their feelings and actions have an impact on other people.	

Γ By the end of Key Stage 2

4	Pupils will be able to:	
a)	express opinions, for example, about relationships and bullying	
b)	listen to, and support others	
c)	respect other people's viewpoints and beliefs	
d)	recognise their changing emotions with friends and family and be able to express their feelings positively	
e)	identify adults they can trust and who they can ask for help	
f)	be self-confident in a wide range of new situations, such as seeking new friends	
g)	form opinions that they can articulate to a variety of audiences	
h)	recognise their own worth and identify positive things about themselves	
i)	balance the stresses of life in order to promote both their own mental health and well-being and that of others	
j)	see things from other people's viewpoints, for example their parents and their carers	
k)	discuss moral questions	
l)	listen to, support their friends and manage friendship problems	
m)	recognise and challenge stereotypes, for example in relation to gender	
n)	recognise the pressure of unwanted physical contact, and know ways of resisting them	

5	Pupils will know and understand:	
a)	that the life processes common to humans and other animals include growth and reproduction	
b)	about the main stages of the human life cycle*	
c)	that safe routines can stop the spread of viruses including HIV	
d)	about the physical changes that take place at puberty, why they happen and how to manage them	
e)	the many relationships in which they are all involved	
f)	where individual families and groups can find help	
g)	how the media impact on forming attitudes	
h)	about keeping themselves safe when involved with risky activities	
i)	that their actions have consequences and be able to anticipate the results of them	
j)	about different forms of bullying people and the feelings of both bullies and victims	
k)	why being different can provoke bullying and know why this is unacceptable	
l)	about, and accept, a wide range of different family arrangements, for example	
j)	second marriages, fostering, extended families and three or more generations living together	

6	Pupils will have considered:	
a)	the diversity of lifestyles	
b)	others' points of view, including their parents' or carers'	
c)	why being different can provoke bullying and why this is unacceptable	
d)	when it is appropriate to take a risk and when to say no and seek help	
e)	the diversity of values and customs in the school and in the community	
f)	the need for trust and love in established relationships.	

By the end of Key Stage 3

7	Pupils will be able to:	
a)	manage changing relationships	
b)	recognise risk of personal safety in sexual behaviour and be able to make safe decisions	
c)	ask for help and support	
d)	explain the relationship between their self-esteem and how they see themselves	
e)	develop skills of assertiveness in order to resist peer pressure and stereotyping	
f)	see the complexity of moral, social and cultural issues and be able to form a view of their own	
g)	develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships	
h)	be tolerant of the diversity of personal, social and sexual preference in relationships	
i)	develop empathy with the core values of family life in all its variety of forms	
j)	recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage	
k)	recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.	

8	Pupils will know and understand:	
a)	that fertilisation in humans is the fusion of a male and a female cell*	
b)	the physical and emotional changes that take place during adolescence*	
c)	about the human reproductive system, including the menstrual cycle and fertilisation*	
d)	how the foetus develops in the uterus*	
e)	how the growth and reproduction of bacteria and the replication of viruses can affect health*	
f)	how the media influence understanding and attitudes towards sexual health	
g)	how good relationships can promote mental well-being	
h)	the law relating to sexual behaviour of young people	
i)	the sources of advice and support	
j)	about when and where to get help, such as a genito-urinary medicine clinic.	

9	Pupils will have considered:	
a)	about when and where to get help, such as a genito-urinary medicine clinic.	
b)	how they see themselves affects their self-confidence and behaviour	
c)	the importance of respecting difference in relation to gender	

	and sexuality	
d)	how it feels to be different and be discriminated against	
e)	issues such as the costs of early sexual activity	
f)	the unacceptability of prejudice and homophobic bullying	
g)	what rights and responsibility mean in relationships.	

By the end of Key Stage 4

10	Pupils will know and understand:	
a)	recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice	
b)	manage emotions associated with changing relationships with parents and friends	
c)	see both sides of an argument and express and justify a personal opinion	
d)	have the determination to stand up for their beliefs and values	
e)	make informed choices about the pattern of their lifestyle which promote well-being	
f)	have the confidence to assert themselves and challenge offending behaviour	
f)	develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships	
h)	work co-operatively with a range of people who are different from themselves	

11	Pupils will have considered:	
a)	the way in which hormonal control occurs, including the effects of the sex hormones*	
b)	some medical uses of hormones including the control and promotion of fertility*	
c)	the defence mechanisms of the body*	
d)	how sex is determined in humans*	
e)	how HIV and other sexually transmitted infections affect the body	
f)	the link between eating disorders and self-image and sexual identity	
g)	the risks of early sexual activity and the link with the use of alcohol	
h)	how the different forms of contraception work and where to get advice	
i)	the role of statutory and voluntary organisations	
j)	the law in relation to sexual activity for young people and adults	
k)	how their own identity is influenced by both their personal values and those of their family and society	
l)	how to respond appropriately within a range of social relationships	
m)	how to access the statutory and voluntary agencies which support relationships	
n)	how their own identity is influenced by both their personal values and those of their family and society	
o)	how to respond appropriately within a range of social relationships	
p)	how to access the statutory and voluntary agencies which	

	support relationships in crisis	
q)	the qualities of good parenting and its value to family life	
r)	the benefits of marriage or a stable partnership in bringing up children	
s)	the way different forms of relationship including marriage depend for their success on maturity and commitment	

12	Pupils will have considered:	
a)	their developing sense of sexual identity and feel confident and comfortable with it	
b)	how personal, family and social values influence behaviour	
c)	the arguments around moral issues such as abortion; contraception and the age of consent	
d)	the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both	
e)	the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.	

Acknowledgements

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Brook Advisory Service	www.brook.org.uk telephone 0800 185 023
Wired For Health	www.wiredforhealth.gov.uk