

## Riccall Community Primary School

### Policy for Sex and Relationships Education (SRE)

Riccall Community Primary School ensures that Sex and Relationships Education (SRE) is provided according to the Education Act (1996) and the Learning and Skills Act (2000). In line with DfES guidance which advises that whilst a separate SRE Policy must be available in schools and the biological content of SRE should be taught through the Science curriculum, SRE should be planned and delivered through the Personal, Social, Health and Citizenship Education. The policy is informed by, and referenced to, Sex and Relationship Education Guidance DfEE 0116/2000 which can be viewed at <https://www.gov.uk/government/publications/sex-and-relationship-education>

The policy has been written by the PSHE subject leader in consultation with staff, governors and senior leadership team, with reference to feedback from children (HRBQ) and will be shared with parents and carers via the school website.

The policy links to:

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))
- Confidentiality Policy
- Anti-bullying policy
- PSHE Policy
- E-safety policy / Computing
- Inclusion Policy
- Teaching and Learning
- Behaviour
- Assessment
- Science
- Equalities

At Riccall Community Primary School we strive to create an atmosphere where everyone feels comfortable, safe, confident and respected whatever their background or belief. We believe Sex and Relationships education is integral to promoting good health; physically, psychologically and emotionally. It involves learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It also ensures that pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. As a result, pupils gain essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline. It enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing. We believe that SRE should be

provided within a holistic context of emotional and social development without embarrassment or pressure where everyone's attitudes and values are respected and nurtured.

Effective Sex and Relationships Education is essential if children and young people are to understand what makes and sustains a stable, loving relationship. We want our children to be able to make responsible and informed decisions about their lives; to have the knowledge, skills and understanding to manage conflict and to be able to keep themselves and others safe. This will involve

- Learning how to make, sustain and terminate relationships in a considerate and sensitive way and in order to move forward.
- Learning and understanding physical and emotional development at appropriate stages.
- Learning the value of respect, care and love, with growing awareness and respect for others and their views
- Learning to manage emotions and relationships effectively, confidently and sensitively and in a way which they are comfortable with, and in a way in which others are also comfortable with.
- Learning how to avoid exploitation and abuse and the initiation of it.
- Learning how to respond to peer pressure
- Learning how to stay safe and assess risk
- Learning how to cope with the loss and end of a relationship
- Building an awareness, understanding and respect for self, including self-confidence and self-esteem
- Taking responsibility for choices and actions
- Building awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- Learning which leads to an understanding of a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and the ability to challenge transphobic and homophobic language
- Being able to take responsibility and have respect for their bodies, wellbeing and sexual health
- Developing the knowledge and skills to be able to seek appropriate help
- Learning about the law

The whole subject will be planned and delivered through Science, and PSHE (including Circle time, Rights and Respects, Spiritual, Social, Moral & Cultural education) with reference at all times to the school's Teaching and Learning Policy and Behaviour

Management Policy. Most of the teaching and learning will be delivered by the teachers however, outside visitors may be brought in to enhance delivery. Outside visitors will be subject to the 'Partners in School Agreement Form' (See appendix 1) We recognise that, at all times, SRE needs a sensitive approach especially with regard to religious diversity and the differing needs of girls and boys, Personal circumstances, religious diversity, disability, personal prejudice and gender issues provide potential barriers to learning in this subject and teachers will always work with this in mind. All adults working with children in this subject will:

- establish ground rules for discussion which set the parameters so that children know the boundaries and can feel safe and secure
- recognise when there is a concern and follow agreed procedures
- continually and positively promote the spiritual, moral, cultural, social, mental and physical development of all children in their care
- not answer questions immediately which require further clarification; ie will not 'muddy the waters' and cause misunderstandings.
- not step outside the agreed ground rules should questions become more personal.

### **Roles and Responsibilities:**

#### **The Governing Body**

The governing body will have the responsibility of ensuring the school has an up-to-date SRE policy that describes the content and organisation of SRE through the national curriculum science and other curriculum areas like PSHE. The governing body, in co-operation with the Headteacher, will consult with families, pupils, and the wider school community to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body will ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. They will review the policy on a three year cycle or sooner if necessary. **There is an identified SRE governor.**

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they will ensure the curriculum

reflects the diversity of modern Britain including representing a range of families and sexualities.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (March 2015) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and SRE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and viewing of inappropriate images.

### The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the PSHE subject leader to ensure the effective delivery of the SRE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around SRE issues
- Act upon any concerns which may arise from pupil's disclosure during SRE sessions
- Monitor staff training requirements in relation to effective teaching and learning of SRE
- Ensure parents/ carers are informed when and how their children will be taught SRE to support a partnership approach, but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme

### The PSHE subject leader

The school has a leader for PSHE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SRE issues; trained, confident and competent staff are essential to raise standards in SRE
- Consider the needs of all pupils and, in order to achieve this, recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around SRE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for SRE
- Liaise with any service provision to support aspects of sexual health
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme

### Parents / Carers

Our school aims to work in active partnership with families, values their views and will keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then time will be taken to address their concerns. Families will be invited to review the resources and can contact the Headteacher with any queries or concerns. Families could be signposted to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their children <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>.

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum (science). Parents wanting to exercise this right will be invited to see the Headteacher or PSHEe Co-ordinator who will explore their concerns. If a child is withdrawn they will be provided with alternative work for the duration of the lessons and will not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal and reintegration to the class after the lesson will be closely monitored.

### Complaints

Parental or public complaints about a school's sex and relationships education provision should be addressed through the school's complaints procedure (access to which is available on the school website).

### External agencies

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in School form (see appendix 1) will be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, effective teaching and learning will be used, and that the work will be tailored to the target audience. A member of staff will be present when an external contributor is working with pupils who will provide the context and follow up to the session. All external visitors will have had Disclosure and Barring Service check (DBS).

### Assessing, monitoring, evaluating and reviewing SRE

SRE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of the curriculum will:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next

- Bi-annually complete the *Growing up In North Yorkshire Survey* to support the monitoring and evaluation of the SRE provision and to identify any emerging issues for pupils
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement

The school's Curriculum leader is responsible for monitoring the provision of SRE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the *Governors' Curriculum Committee*. The PSHEE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

### **Monitoring and Evaluation**

The SRE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every three years for the following purposes:

- To review and plan the content and delivery of the programme of study for SRE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

### **Safeguarding and Confidentiality**

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can

get help on personal concerns both inside and outside school. Pupils will be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all teachers will use techniques to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows the teacher to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

The school will support its pupils and carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

### **Diversity**

Pupils from all faiths and cultures have an entitlement to SRE. Teaching effective SRE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. We will actively promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain.

We will allow opportunities for learning and understanding of Lesbian, Gay, Bisexual and Trans (LGBT) and work on 'Different Families' for primary schools

All families are different so language which focuses on the conventional mum and dad family structure will not always be used and instead families will be talked about in the broadest sense. In order to include LGBT pupils (who make up approximately 10% of any school population) SRE will not solely be about heterosexual relationships and non-heterosexual identities will not be addressed negatively.

The school has a proactive approach to tackling and preventing homophobic, biphobic and transphobic bullying and make all children and young people feel included. We will seek to eliminate discrimination, advance equality and foster good relations.

### **Sexual Offences Act 2003**

The Sexual Offences Act aims to clarify what constitutes a crime of sexual nature against children, young people and adults. The Act does not limit children's right to SRE and sexual health support and advice.

North Yorkshire Safeguarding Board has produced Child Protection procedures and guidance. All are available at <http://www.safeguardingchildren.co.uk/>

- 9.49 Sexually harmful behaviour displayed by children and young people.
- 9.50 Sexually exploited children.

<http://www.safeguardingchildren.co.uk/sexual-exploitation.html>

- 9.51 Sexually active under-age children and young people.

### **Sample issues which may come up in the course of SRE**

- Self Taken Images - 'Sexting'

Sexting is when someone sends or receives a sexually explicit text, image or video. In primary schools there is increasing concern about pupils taking an indecent image of themselves, or someone taking the image and then sending it to their friends via a

mobile phone or some other form of technology. Once these images have been taken and sent to others, control is lost of them and they can end up anywhere. This puts the person in the images in a vulnerable position, as somebody they may or may not know now has these images and could use technology to bully, harass or even try to locate them.

Pupils will learn that it is illegal to send an indecent picture of a person under 18 on to someone else, even if it's a picture of themselves. If anyone were to have in their possession an indecent image of another minor, they would technically be in possession of an indecent image of a child, which is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988.

The present advice for a pupil if they receive an indecent image or text from someone is not to send this image on to others. The pupils should speak to a trusted adult. If an indecent image has been posted in the online environment, someone will need to contact the service provider, such as Facebook, or Youtube to have it removed. This can be done by visiting their safety centres and following their reporting links. Any knowledge of such images will be referred to the Designated Senior Person.

'Sexting' is part of the taught PSHE curriculum (Upper key stage 2) to ensure pupils are aware of the legal situation and to address the core issues of safety, privacy, peer influence, personal responsibility and how to seek help. Also to ensure it is part of the schools anti-bullying policy.

- Pornography

Research shows that an increasing number of young people are being exposed to pornography. Pornography can depict a lack of communication about choices, sexual consent and contraception, and often shows violent and oppressive behaviours towards women, which can be frightening and confusing, and make young people, feel pressured to behave in particular ways. Teaching about pornography is part of the planned PSHE curriculum and will emphasise that it is not the best way of learning about healthy, consensual sex. Teaching will build on learning about relationships, gender expectations of sex, body image, consent, gender stereotypes and the importance of loving and respectful relationships. Pornographic images will never be shown to pupils, and teachers need not look at pornography to plan their teaching. See appendix 2 for supporting curriculum resources.

- Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people under 18 involves 'exploitative situations, contexts and relationships where young people receive something (eg food,

accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing and/ or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain (this can happen to primary school aged children). In all cases those exploiting the child/ young person have the power over them by virtue of age, gender, intellect, physical strength and /or economic or other resources. Violence, coercion and intimidation are common involvement in exploitation relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/ or emotional vulnerability. Grooming is the process that coerces a child or young person into providing sexual favours. Child sexual exploitation is the sexual abuse of children'. (National Working Group (NWG) for Sexually Exploited Children and Young People (2008)

CSE is part of our planned PSHE / SRE taught curriculum. Younger pupils will learn that their body belongs to them and that they can say who has access to it. Children will learn the correct terminology to describe the private parts of their body and know how to seek help if they are abused. These form key elements in our school's approach to safeguarding. All pupils need to be taught about healthy, equal and safe relationships and older pupils need to be taught about consent. All pupils need to understand about e-safety and how to keep themselves safe using all technology. See appendix 2 for supporting curriculum resources.

Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate.

### **Observing sexualised behaviour in primary and secondary pupils.**

Some occasions may give rise to concerns about pupils who may be 'innocently' displaying sexualised behaviour either through language, drawing and /or touching.

Reference to 'Traffic Light Tool' helps all adults in school to identify, assess and respond appropriately to sexual behaviours. The normative list aims to increase understanding of healthy sexual development and distinguish it from harmful behaviour for different aged children and young people. The traffic light tool and all supporting guidance can be found at [www.brook.org.uk/traffic-lights](http://www.brook.org.uk/traffic-lights)

If sexualised behaviour is suspected, staff will:

- Assess any safeguarding issues.
- Discuss with the parent/carer being mindful not to make the parent feel that the behaviour is wrong in itself but rather, maybe more appropriate at other times
- Discuss with the pupil (in an age appropriate way) giving the same messages as above
- Have an agreed signal with the pupil to stop the behaviour when it is negatively impacting on the learning opportunity taking place
- Suggest to parents that the pupil visits the doctor to rule out any infections or physical reasons
- Talk to the health child service practitioner for further advice
- Try to identify key times of day when the behaviour is more likely to occur and make adjustments to the timetable for that pupil at that time of day
- Find ways to reduce possible anxiety in the pupil that may be a factor contributing to the behaviour

### **Female Genital Mutilation (FGM)**

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights of girls and women. FGM is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. Whilst this is not part of the taught curriculum, staff will be vigilant in identifying pupils at risk.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM

- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Designated staff will have undergone training. (<https://www.fgmelearning.co.uk/> ) which aims to give an overview of FGM, signs and symptoms and the law. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. All staff have the duty to report if FGM is suspected to have taken place or is planned.

March 2017