

Sex and Relationships Education (SRE)

Colburn Community Primary School's policy on sex and relationship education is based on the Department for Education guidance *Sex and Relationship Education Guidance* (DfE 0116 2000) and underpinned by the Learning and Skills Act 2000. We ensure that our policy meets the requirements set out in these regulations. It has also been written to reflect the guidance provided by NYCC in the document entitled 'North Yorkshire Guidance on Developing a Sex and Relationships Education Policy. Governors take seriously their responsibility to ensure pupils are protected from inappropriate teaching materials for children of their age.

In the DfE document sex and relationship education is defined as "learning about physical, moral and emotional development". The guidance states, "It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health".

Sex and relationship education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex and relationship education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationship education as a means of promoting any form of sexual orientation.

This policy links to:

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance (www.safeguardingchildren.co.uk).
- SEND Policy.
- Teaching and Learning.
- Assessment.
- Single Equalities Scheme.

The schools Values/ Ethos

The whole school ethos and values support a safe learning environment for SRE. The SRE curriculum will reflect the following values:

- An awareness, understanding and respect for self, including self-confidence and self-esteem.
- An awareness and respect for others and their views.
- Taking responsibility for choices and actions.
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect.
- The development of relationships based on mutual understanding and trust.
- Develop a regard for family life, friends and the wider community.

Definition and objectives for SRE

The overarching objective of SRE is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. SRE is about the understanding of the importance of marriage for family life, stable and loving relationships,

respect, love and care. It is also about the teaching of sex, sexuality and sexual health and to enable pupils to take responsibility for their sexual health and well-being.

Objectives

SRE involves some key learning objectives:

- Learning and developing an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect.
- Ensure pupils are equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships.
- To respect and care for their bodies.
- To be prepared physically and emotionally for puberty and adulthood.
- Explore and develop the social and personal skills needed to make informed choices.
- Increase knowledge and understanding about physical development, sexuality, emotions and sexual health.
- Able to take responsibility for their sexual health and wellbeing.

Roles and Responsibilities

The Governing Body

The governing body will ensure that the SRE policy is up-to-date and describes the content and organisation of SRE. The governing body, in co-operation with the Headteacher, will involve families, pupils, health and other professionals 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. The governing body will identify a link governor for SRE. The governing body will regularly evaluate SRE provision and policy.

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 government legislation.
- Liaise with the PSHE co-ordinator 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 pupils' disclosure during SRE sessions.

The PSHE Co-ordinator

The school has a co-ordinator 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.
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues.

- Consult with pupils to inform provision around SRE.
- 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.
- Review / update the policy on a two year cycle or sooner if necessary.

Parents / Carers

The school aims to work in active partnership with families, value their views and 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.

The Parental Right to withdraw their child 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. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. Parents wanting to exercise this right are invited to see the Headteacher or PSHE 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.

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 may add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have.

SRE and the Curriculum

We teach about sex and relationships through different aspects of the curriculum. While we carry out the main sex and relationship education in our personal, social and health education (PSHE) curriculum, we also do some sex and relationship education through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE, we teach children about relationships, and we encourage them to discuss issues.

We teach pupils about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

Sex and relationship education is a statutory part of the National Curriculum for science.

Consequently in science lessons teachers will explain to children about the changes that will occur to their bodies during puberty and how a baby is born. For this aspect of our teaching, we follow national guidance in science. During Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the

same, and that we need to respect each other. During Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

In Year 5 and Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority and Healthy Child Team about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Assessing, monitoring, evaluating and reviewing SRE

SRE will be assessed in accordance with the school's policy for assessment. 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.
- 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 PSHE Leader will be responsible for monitoring the provision of SRE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors. They are also 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 two 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 develop ground rules with pupils at the onset of work. Pupils will be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to one basis. If

the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this should be notified

Colburn Community Primary School takes responsibility for supporting its pupils and carrying out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty we will have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil will 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. Staff will ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.

Diversity

Children and young people 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. Colburn Community Primary School will promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain. We will work in partnership with parents/carers and the wider community to develop and shape our SRE curriculum.

Lesbian, Gay and Bisexual (LGB)

All families are different so we will avoid using language which focuses on the conventional mum and dad family structure and instead talks about families more broadly. Pupils should be provided with the opportunities to learn about different family structures. For older pupils when discussing sexual relationships and partners ensure reference and resources are used that relate to LGB people.

Sexual orientation is a protected characteristic in the 2010 Equalities Act, so the curriculum will cater for LGB and heterosexual pupils. This also means we will be proactive in preventing homophobic bullying and make all is determined to eliminate discrimination, advance equality and foster good relations. We will take a proactive approach to preventing and tackling homophobic bullying and language.

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. The aim of the Act is to protect young people from sexual abuse or sexual exploitation. The Act recognises:

- The legal age for young people to consent to have sex is still 16, regardless of sexual orientation.
- Although the age of consent remains 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people if a similar age, unless it involves abuse or exploitation.

- Young people under 16, including those under 13, can continue to seek sexual health and contraceptive information, advice or treatment in confidence.
- The law ensures that those providing information and support with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their wellbeing, will not be guilty of an offence.
- 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.

Observing sexualised behaviour in children

Occasionally young children may 'innocently' display sexualised behaviour either through language, drawing and /or touching. In our school adults will:

- Assess any safeguarding issues.
- Discuss with the parent 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 visitor/ school health professional 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.

Self-Taken Images – 'Sexting'

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message. In some 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 or boy/girlfriend 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.

It is illegal to send an indecent picture of a person under 18 on to someone else. 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.

If a member of school staff is shown or discovers an indecent image they will:

- Refer to the Designated Senior Person in school who may seek advice from either the Senior Educational Social Worker or one of the Educational Safeguarding Mangers.

If possible, they should clarify and make note of the image:

- What is it?
- Of whom?
- Who took it?
- How/Why does the pupil have it on their device/phone?

Colburn Community Primary School will ensure that 'Sexting' is part of the taught PSHE curriculum in the school to ensure pupils are aware of the legal situation and to protect their privacy and safety. Also to ensure it is part of the schools anti-bullying policy. Further advice and curriculum support can be found at <http://www.thinkuknow.co.uk> and <http://www.childline.org.uk/Explore/OnlineSafety/Pages/Sexting.aspx>

October 2016

This policy has been checked and approved by governors.

Last reviewed: October 2016

Next review due: October 2018